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THIRTY-NINTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

THIRTY-NINTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

1874-75.

JANUARY, 1876.

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ANNUAL REPORT.

The Board of Education respectfully submits to the legislature its Thirty-Ninth Annual Report.

On the nineteenth day of May, 1875, the following Resolve was approved :—

[Chap. 76.]

RESOLVE in relation to the Massachusetts School Fund.

Resolved, That the commissioners of the Massachusetts school fund be, and they hereby are, authorized and directed to cancel to the board of education its obligations now held by said fund, for fifty-three thousand dollars, given pursuant to sundry resolves heretofore passed, for the erection of boarding-houses connected with the normal schools at Bridgewater and Framingham ; and that the board of education be, and they hereby are, requested to include in their next annual report, a full statement of the facts with regard to said obligations and of their opinions and recommendations of the policy which in their judgment should be adopted with regard to the increase or limitation of the school fund, and the best manner of meeting expenditures for educational purposes, and the reasons in favor of such policy. [*Approved May 19, 1875.*]

In complying with the request contained in the foregoing Resolve, it may not be inappropriate to give a brief sketch of the action of the Colonies included within the limits of what is now the State of Massachusetts, and the action of the Commonwealth after the formation of the State in the matter of the education of the children.

Of a period more than one hundred years prior to the Declaration of Independence, it is said, "Both in the Massachu-

setts and Plymouth colonies, schools were supported by law, and great care was taken that the benefits of education should be shared by all."

As early as the year 1647, every town of one hundred families, in addition to its Common School, was obliged to support a Grammar School, and every town of fifty families neglecting for one year to provide for the constant supply of a school-master, incurred a penalty of ten pounds. It has been well said that Massachusetts enjoys the distinguished honor of having led in the work of universal education. The system of universal education established in the Massachusetts and Plymouth colonies has continued down to the present time. The method of raising money for the support of Public Schools has varied from time to time, but the plan generally adopted prior to the establishment of the school fund, was to raise the necessary money by taxation of the polls and estates of the people of the towns and school districts, without any substantial aid from the government. Since the establishment of the school fund, more or less aid has been furnished by the State to the Common Schools. During a number of years the wisdom of this policy was doubted. There are those who doubt it now. The argument in favor of the former system is, that the results of bringing the burden of educating the children directly upon the community where the children reside, are more interest in the subject of education, and consequently more progress on the part of the children. The history of the Massachusetts school fund shows a change of policy in the State, and establishes the principle, that funds belonging to the State, and not the property of any town or school district, are applied to encourage the towns to make larger appropriations for the support of Common Schools, with the idea that the appropriations are made under circumstances which tend to relieve somewhat the burdens of the less prosperous communities, increase the compensation of the teachers, and enlarge the popular interest in an object so important to the well-being of the community.

The Massachusetts school fund was established by chapter 169 of the laws of 1834, which provided that it should consist of the amount in the treasury derived from the sale of lands in the State of Maine, the amount derived from the claim of the State on the government of the United States for military

services, and not otherwise appropriated, together with fifty per centum of all moneys to be received from the sale of lands in Maine after the first day of January, 1835. The fund was never to exceed one million of dollars. It was further provided by law, that the income only of said fund should be appropriated to the aid and encouragement of Common Schools, and that no city, town or district should receive any greater sum than is raised by said city, town or district respectively for the support of Common Schools.

At the close of the year 1850, the fund amounted to \$986,305.33. In the year 1851, in contemplation of a large sale of lands, by the terms of chapter 112, the school fund was allowed to accumulate until it shall amount to a sum not exceeding one million and five hundred thousand dollars. The balance of the lands in Maine was sold in the year 1853, and the fund at the close of that year was \$1,244,284.05. In the year 1854, it amounted to \$1,501,743.62. By the Act of 1859, chapter 154, it was provided that there should be added to the school fund one-half of the proceeds of sales of lands on the Back Bay, so called, in Boston. At the close of the year 1863, the fund was \$1,870,970.88. At the close of the next year, \$2,196,827.18. At the close of 1874, \$2,117,732.82.

Commencing with the year 1855, under the provisions of chapter 300 of the Acts of 1854, one-half of the annual income of said fund has been apportioned and distributed for the use and support of Common Schools according to such provisions as have from time to time been adopted by the legislature. The other moiety of the income of the fund has been applied to payment for other educational purposes, the principal items of which are the salary of the Secretary of the Board of Education, salaries of agents, support of Normal Schools, Normal Art-School, Teachers' Institutes, printing reports, building and keeping in repair Normal School houses and boarding-houses, and the incidental expenses of the Board of Education, the members of which act without compensation.

By the provisions of law, any surplus, after the payment of appropriations for what are termed other educational expenses, out of the moiety of the income is to be added annually to the principal of the fund. Prior to the Act of 1870, chapter 45, if the moiety was insufficient for the purpose, the excess of the

appropriations in any year was to be paid from any money in the treasury not otherwise appropriated. By said Act of 1870, "All money appropriated for other educational expenses, unless otherwise provided for by the Act appropriating the same, shall be paid out of one-half of said income." In the year 1871, it is stated that the principal is increasing by the addition of the yearly surplus from the moiety of the income. This state of things no longer exists. One-half of the income of the school fund for the year ending December 31, 1874, was \$89,287.28. Other educational expenses in 1874, \$100,643.47.

This brings us directly to the fact, that what are termed other educational expenses in contradistinction to what is paid out for the Common Schools, exceeds the moiety of the income of the school fund, and will annually exceed it hereafter, unless measures shall be taken to increase the income, or the State shall do what cannot for one moment be thought of,—lessen the means for the education and enlightenment of her children.

The history of the obligations referred to in the Resolve of 1875, a copy of which has been given, shows that the obligations were assumed in pursuance of a theory that the fund must be kept good, and all educational expenses provided for by the income of the fund, and without invading or lessening the fund.

The first loan, so called, to the Board of Education, was by chapter 17 of the Resolves of the year 1869, entitled a "Resolve relating to the establishment of boarding-houses for the State Normal Schools at Bridgewater and Framingham, \$30,000."

The second loan was by chapter 75 of the Resolves of 1869, entitled "Resolve making additional provision for the establishment of boarding-houses for the State Normal Schools at Bridgewater and Framingham, \$15,000."

The third was by chapter 1 of the Resolves of 1870, entitled "Resolve for providing boarding-houses for the State Normal Schools at Bridgewater and Framingham, \$15,000."

The money was drawn from the school fund and applied to the purposes for which it was intended. The boarding-houses operated to the satisfaction of all; but it soon appeared that the system of demanding interest in the manner proposed would either lead to a virtual diminution of the income of the fund for the purposes to which it was originally intended to apply, or would place the scholars in schools where tuition is intended

to be free, in a condition somewhat at a disadvantage, in comparison with those in the other Normal Schools of the State.

By chapter 32 of the Resolves of 1870, the sum of twenty-five thousand dollars was ordered to be advanced from the treasury, in anticipation of the moiety of the school fund, to be expended, under the direction of the Board of Education, in the enlargement and construction of the Normal School house at Salem, and in procuring suitable furniture for the same.

By chapter 29 of the Resolves of 1873, the liability of the Board of Education to pay interest upon the \$53,000 was cancelled, and by chapter 76 of the Resolves of 1875, the whole obligation is cancelled. The trouble in the whole matter has been, that the increase in our population, and the increase in the demand for greater facilities for popular education, have made it impossible to meet what are termed other educational expenses out of a moiety of the income of the school fund. Annually the Board of Education is obliged to come to the legislature for appropriations from the treasury to meet the educational expenses of the State in carrying out a policy which commends itself to the hearts of our people, and which is identified with the best interests of the Commonwealth.

The Resolve of 1875 asks the opinion of the Board of Education as to whether it is advisable to increase the school fund. One thing is clear: it is desirable that, as far as possible, the educational interests of the State should be carried out without the annual urgent appeal for the amounts necessary for the purpose. It is a laborious and embarrassing duty for those who are working without compensation and without any conceivable motive, except a desire to promote the educational interests of the community. There seems to be but three ways to provide the money. One is by making annual appropriations to be paid from the state treasury; one by increasing the school fund to the amount which shall be required to enable one moiety of the income thereof to be sufficient to meet other educational expenses of the State; and one by assessing a half-mill or quarter-mill tax, in accordance with the recommendation of the Board of Education contained in the report made in January, 1873.

In view of the fact that the moiety of the income of the school fund is now insufficient to meet the educational expenses referred to, the Board, acting upon the presumption that the State of

Massachusetts has no disposition to take any backward step in the matter of the education of her children, and seeing no creditable way to dispense with the means and agencies which she now employs in this department of the government, respectfully recommends either that the school fund be increased, or that a half-mill or quarter-mill tax be assessed upon the real and personal property in the State liable to taxation, the proceeds of the same to be applied to the advancement of popular education. The Board again expresses a decided preference in favor of a half or quarter of a mill tax for the purposes of education.

If anything needs to be added to the suggestions contained in the Thirty-Seventh Annual Report of the Board, already referred to, it may not be improper to call the attention of the legislature to the fact, that the cities where "wealth doth most congregate," owe to the country towns something in return for the draft which they are constantly making upon them, not only in the persons of the industrious, intellectual, ambitious and enterprising young men who constitute, sooner or later, so large a proportion of their influential and respectable population, but in the acquisition of new blood, fresh, vigorous and pure, to supplement and strengthen the community, which would otherwise tend to deterioration and decay. One would naturally suppose that the classes of population last referred to would feel that they owe so much to the country influences which surrounded their childhood, and which helped so much towards making them what they are, would cheerfully overlook any slight fractional inequality in the matter of taxation, and gladly contribute something to aid the humble institutions of their early homes, and to cherish and sustain the general policy of universal popular education to which the State has pledged herself so long and faithfully.

Since the establishment of the school fund, it has become the settled policy of the State to furnish pecuniary aid to the Common Schools, and to sustain certain measures which seem to tend to their elevation and improvement. The Board of Education has this department specially in charge, and it is its duty from time to time to make suggestions and recommendations which may be deemed necessary or important. The various reports of the Board are filled with suggestions which the members have taken the liberty to present, some of which have been

adopted and some disregarded. Still, certain measures have been inaugurated, and have been so far tested that they seem to have become the settled policy of the Commonwealth. The State has carried out the idea of the establishment of Normal Schools for the purpose of fitting teachers of our Common Schools at the public expense. Commencing with the year 1839 previous to the year 1871, four Normal Schools had been established, and were in successful operation. In the year 1871, a fifth Normal School was established at Worcester, and in the year 1873 the State Normal Art-School was established in Boston. From the statistics of the present year, it appears that the number of scholars for the year in the various Normal Schools is as follows :—

Framingham,	127
Bridgewater,	210
Westfield,	176
Salem,	274
Worcester,	99
Normal Art-School,	330

In order to show the increasing interest which is manifested in the Normal Schools of the State, the following table of the State Normal School at Salem is annexed as an illustration :—

TERM.	YEAR.	No. of Pupils.	No. of Graduates from Regular Course.	No. of Graduates from Advanced Course.
Winter,	1854-55,	66	—	—
Summer,	1855,	104	—	—
Winter,	1855-56,	121	51	—
Summer,	1856,	111	17	—
Winter,	1856-57,	88	16	—
Summer,	1857,	95	12	—
Winter,	1857-58,	103	9	—
Summer,	1858,	107	17	—
Winter,	1858-59,	119	29	—
Summer,	1859,	139	22	—
Winter,	1859-60,	131	23	—
Summer,	1860,	139	26	6
Winter,	1860-61,	138	23	3
Summer,	1861,	130	26	—

T E R M.				Y E A R.	No. of Pupils.	No. of Graduates from Regular Course.	No. of Graduates from Advanced Course.
Winter,	.	.	.	1861-62,	108	17	1
Summer,	.	.	.	1862,	100	20	—
Winter,	.	.	.	1862-63,	96	11	2
Summer,	.	.	.	1863,	117	12	1
Winter,	.	.	.	1863-64,	105	15	1
Summer,	.	.	.	1864,	113	19	1
Winter,	.	.	.	1864-65,	115	20	1
Summer,	.	.	.	1865,	121	2	—
Winter,	.	.	.	1865-66,	124	14	2
Summer,	.	.	.	1866,	135	25	3
Winter,	.	.	.	1866-67,	137	17	2
Summer,	.	.	.	1867,	149	24	2
Winter,	.	.	.	1867-68,	145	19	—
Summer,	.	.	.	1868,	160	32	—
Winter,	.	.	.	1868-69,	156	23	2
Summer,	.	.	.	1869,	147	20	—
Winter,	.	.	.	1869-70,	164	20	—
Summer,	.	.	.	1870,	155	27	—
Winter,	.	.	.	1870-71,	159	19	—
Summer,	.	.	.	1871,	152	40	—
Winter,	.	.	.	1871-72,	158	17	2
Summer,	.	.	.	1872,	170	34	—
Winter,	.	.	.	1872-73,	173	17	—
Summer,	.	.	.	1873,	195	25	5
Winter,	.	.	.	1873-74,	209	18	—
Summer,	.	.	.	1874,	200	35	3
Winter,	.	.	.	1874-75,	211	17	—
Summer,	.	.	.	1875,	228	38	3
Winter,	.	.	.	1875-76,	246	—	—
Totals,					1,925	868	40

Since 1865, the number of pupils has increased from 121 to 246.

The school building was originally constructed with seats for 120 pupils. In 1871 the house was enlarged so as to furnish seats for 210 pupils. The school now numbers 36 more than the number of seats in the main hall; hence one of the recitation-rooms must be used for a study-room.

The standard of admission has been considerably raised. For several terms, one-fourth, at least, of the applicants for admission have been rejected.

A large proportion of the applicants are graduates of High Schools. Many of the pupils have been teachers who had previously taught school several years.

The school, now at Framingham, was opened at Lexington in the year 1839, with an attendance of three scholars. The number was increased to twenty-two during the first year. It was removed to West Newton, and afterwards to Framingham. The number of pupils in the school is now 127. The statistics of the work of the graduates of the school are very interesting. Of those who graduated between the years 1840 and 1870 inclusive, 657 have been recently heard from. Of this number about 95 per cent. have taught, and their average time of teaching has been 6.33 years. From the reports of the success of these teachers, the Board is satisfied that the money expended for the establishment and support of this school has been profitably invested.

The school at Westfield was opened September 4, 1844. Between 1844 and 1846, 38 pupils attended the school. It now numbers 176.

The school has had a very great influence in Western Massachusetts in modifying the character of the schools, and it is strongly recommended by all leading educators of the country.

The school at Bridgewater commenced September 9, 1840, with 28 pupils. It now numbers 160.

The graduates of this school are occupying many of the most prominent and responsible positions as teachers in the leading schools of this State, and are found in almost every State in the Union. Eight of them are masters of Boston grammar-schools, eight are sub-masters, several are teachers, and a large number of the ladies are assistants in every grade. They are in all the large cities in Eastern Massachusetts, and they are widely scattered through the schools of the small towns of this part of the State. There are more calls for graduates every year than can be met.

The school at Worcester commenced its first year with 59 scholars. Its attendance now is 99 scholars. The building is calculated to accommodate 200 pupils, and will undoubtedly be filled.

The attendance at each of the Normal Schools is larger than ever before, and the interest in the schools is increasing constantly. The results in the Worcester School demonstrate the demand for the school in that locality, and the time is probably

not far distant when another Normal School will be demanded in the western part of the State.

The Normal Schools of the State are placed by statute especially in charge of the Board, and are objects of growing interest to the friends of education. They are the result of the conviction that in order to have the children taught to the best advantage, we should, to a reasonable extent, prepare the teachers, and fit them for their important and responsible duties. There is no occasion in this Report to argue this question. These schools are among the most thoroughly established institutions of the State, and the Board acts upon the presumption that there will be more likely to be a demand for an increase than for a diminution in their number.

The system of agencies established under the authority of the law is one which meets the approval of the Board. There are now four Agents whose special duty it is to visit the towns and cities, inquire into the condition of the schools, confer with teachers and committees, lecture upon subjects connected with education, and give and receive information upon subjects connected with education. The number of Agents should be increased, in order that the work may be done more effectively. When we consider the number of cities and towns, and the number of schools, in the State, it is clear that four Agents can do but little towards the accomplishment of the important business which is involved in the work.

The statute also provides for Teachers' Institutes, when the Board of Education is satisfied that fifty teachers of Public Schools desire to unite for the purpose. These Institutes have at times been very successful in infusing new interest into the subject of teaching, and have given much valuable aid to those who have enjoyed the benefits of them. In order to make them more effective, the Board suggests whether it may not be advisable to require the teachers in the Common Schools within a certain district to be designated by the Secretary, under the authority of the Board, to attend the Institute, no deduction being made from their salaries by reason of the recess in their schools during the period of holding the Institute in case the teachers attend the meetings of the Institute during its sessions.

The Board of Education has from year to year laid before

the legislature a report of its doings, with various suggestions upon the subject specially in its charge. The subject which suggests itself most distinctly at this time grows out of the Resolve which appears in the beginning of this Report. How shall the money needed for carrying on the educational interests of the State be raised, and in what spirit should our educational institutions be sustained? In this connection it may be well to look for one moment at the progress of the State in wealth and population.

Beginning with the year 1840, soon after the establishment of the first Normal School, we find the population of the State as follows:—

Population in 1840,	.	.	.	.	.	737,699
“ in 1850,	.	.	.	.	.	994,514
“ in 1860,	.	.	.	.	.	1,231,066
“ in 1870,	.	.	.	.	.	1,457,351
“ in 1875,	.	.	.	.	.	1,651,652

Showing an increase during the last five years of 194,301, or $13\frac{3}{10}$ per cent. in the population of the State.

Beginning with the year 1841, the valuation of the State is as follows:—

1841.	All included in local assessors' valuation,	.	.	\$299,878,329	00
1851.	“ “ “ “	.	.	597,936,995	00
1861.	“ “ “ “	.	.	861,547,583	00
1862.	Locally assessed,	.	.	\$858,980,326	00
	Deposited in savings banks,	.		45,736,600	00
					\$904,716,926 00
1863.	Local,	.	.	\$897,150,983	00
	Deposits,	.	.	56,883,828	00
					\$954,034,811 00
1864.	Local,	.	.	\$901,883,103	00
	Deposits,	.	.	62,557,604	30
	Corporate excess above Real Estate and Machinery, locally taxed,	.	.	100,991,412	22
					1,065,432,119 52
1865.	Same items as above,	.	.	\$991,841,901	00
		.	.	59,936,482	52
		.	.	79,941,570	77
					1,131,719,954 29

1866. Same items as above,	.	.	{	\$1,081,316,001 00 67,732,264 31 88,015,184 91	<hr/>	\$1,237,063,450 22
1867. Same items as above,	.	.	{	\$1,165,893,413 00 80,431,583 71 85,522,968 02	<hr/>	1,331,847,964 73
1868. Same items as above,	.	.	{	\$1,220,498,939 00 94,838,336 54 92,326,758 60	<hr/>	1,407,664,034 14
1869. Same items as above,	.	.	{	\$1,341,069,403 00 112,119,016 64 95,167,745 25	<hr/>	1,548,356,164 89
1870. Same items as above,	.	.	{	\$1,417,127,376 00 135,745,097 54 92,063,976 00	<hr/>	1,644,936,449 54
1871. Same items as above,	.	.	{	\$1,496,678,258 00 163,704,077 54 101,208,665 00	<hr/>	1,761,591,000 54
1872. Same items as above,	.	.	{	\$1,696,599,969 00 184,797,313 92 104,757,278 03	<hr/>	1,986,154,560 95
1873. Same items as above,	.	.	{	\$1,794,216,110 69 202,195,343 70 90,938,561 07	<hr/>	2,087,350,015 46
1874. Same items as above,	.	.	{	\$1,862,170,677 57 217,452,120 84 84,775,750 50	<hr/>	2,164,398,548 91
1875. Not completed, but <i>about</i>	.	.	{	\$1,840,785,000 00 238,496,671 46 82,752,000 00	<hr/>	2,162,033,671 46

From these statements of the increase in wealth and population, it is readily seen that the educational institutions of the State have not kept pace with her material growth. It is equally clear that the financial condition of the State has been such that it will justify any appropriations which she has yet made for the improvement of her schools and the education of her children, and a reasonable and liberal provision for the future, having reference to the increase of our people in wealth and population. The importance of the education and enlightenment of the people is growing more and more apparent, as we witness the avalanche of ignorance and illiteracy which is annually landed upon our shores, and which is destined more and more to affect our institutions. Compare the rural districts of to-day with those of fifty years ago, and you find them largely peopled by a different class of population. The puritan element is fast dying out, and a people with different tastes and different tendencies is gradually taking possession of the land. It is no longer merely the Anglo-Saxon and his descendants, but it is made up largely of those who have been trained in a very different school, or, more correctly, in no school at all. It is for the thoughtful, patriotic men who hold the supremacy in the State to sustain a system of popular education which will dispel this flood of ignorance, and substitute in its place that education of the mind and that purity of the heart which are essential to the success and maintenance of republican institutions.

STATE NORMAL ART-SCHOOL.

The legislature of Massachusetts, at the session of 1873, authorized the sergeant-at-arms, with the consent and approval of the commissioners on the State House, to assign the rooms on the third floor of house No. 33 Pemberton Square to the Board of Education, for the use of the State Normal Art-School, and allowed the sum of seventy-five hundred dollars for the expenses of a State Normal Art-School, the same to be expended under the direction of the Board of Education. The school was established, and is now in successful operation. It is under the special charge of Mr. Walter Smith, Art-Director of the Commonwealth, acting under the direction of the Board of Education. A board of visitors constitutes a sub-commit-

tee, having the general supervision of the Normal Art-School, as the several boards of visitors have the supervision of the other Normal Schools in the State.

To many the experiment of a State Normal Art-School seemed of doubtful utility, but its success has more than justified the hopes of its friends. There is much more involved in art-education than appears in a superficial view of the subject. Especially is this true in reference to industrial drawing, which includes both instrumental and freehand drawing. We are liable to get an impression that a Drawing School is a kind of institution devoted to making pictures without any result which can be considered useful or practical. Nothing can be further from the truth. Art-education, and especially what is termed industrial drawing, tends not only to develop the taste, but to give accuracy of perception and a development of skill which are greatly needed in America. The lamentable want of taste shown in the architecture and the fitting and finishing of many of our dwellings, fully justifies the expressive phrase of one who had been shocked too often for his own peace of mind, "If I hadn't any taste I'd buy some." If those having our schools in charge are wise, they will encourage this branch of education, because, unless the most thoughtful educators are entirely mistaken in their views, instruction in art, and especially in industrial drawing, tends directly to remedy a very palpable defect in the education of the century now coming to a close. The Board of Education was so much impressed with the importance of providing competent instructors in industrial drawing, that it recommended the establishment of the State Normal Art-School. The legislature readily responded to the recommendation, and provided the means for its establishment. The school was commenced in 1873.

Students, 1873-74,	.	.	.	.	.	.	133
" 1874-75,	.	.	.	.	.	.	239

From October 6 to November 18, 1875,—

Total number of applicants for admission,	.	.	367
Total No. examined and admitted—Ladies,	.	170	
Gentlemen,	107—	277	

	Whole No. Admitted	Greatest Attendance.	Smallest Attendance.	Average Attendance.
To the Morning Division, Class A, .	104	104	80	90
“ Afternoon Division, Class A, .	54	35	20	16
“ Evening Division, Class A, .	63	60	41	35
Class B,	36	30	21	28
Class C,	20	14	6	10
Class D,*	—	—	—	—
Totals,	277	243	168	179

* Not yet organized.

Since the above table was furnished, the number of pupils has increased to 330.

The legislature of 1875 authorized the sergeant-at-arms to assign the rooms on the first and second floors of the house No. 24 Pemberton Square to the Board of Education for the use of the State Normal Art-School during the present lease. After the adjournment of the legislature, the Visitors of the school found themselves in a very embarrassing situation. There never had been so great a demand for the school. The teachers were all procured, and the means for paying them had been provided by the legislature. It was then ascertained that the lease of No. 24 would terminate before the commencement of the school year, and that the school must either be substantially abandoned, or some other suitable place provided. Under the authority and advice of the Board of Education, and with the assent of the governor of the State, measures were taken to procure a lease of certain rooms in the School Street Block upon School Street, in Boston, for the term of three years, with the option of five years on the part of the Board, at an annual rent of five thousand dollars and an equitable proportion of the taxes; and of four other rooms in the same building, for the term of three years, at the rate of eight hundred dollars for the first year, and one thousand dollars per year for the last two years, and taxes, the lessors taking the risk that the next legislature will confirm the arrangement. The terms are favorable, the accommodations are quite satisfactory, and although, for a school of this kind, it would probably be better that the State should own the school-building, yet,

taking all things into account, the Board considers the arrangement made by the Visitors a judicious one, and cordially recommends its approval and adoption. The Board respectfully invites every member of the state government to visit the rooms at some time during the session of the legislature, and judge for himself of the wisdom of the Board in endeavoring to fit teachers in drawing for the various schools of the Commonwealth. The results will not be seen at once, but unless we are most thoroughly mistaken in our views, the men and women of the next generation will have abundant reason to bless the men and women of this generation who shall help to sustain and develop a true system of industrial drawing in our Public Schools.

In the matter of fitting up the rooms for the Normal Art-School upon School Street, and repairing the Normal School house at Salem, the Board has been under the necessity of assuming certain expenses, explanations of which will be found in the reports of the visitors of the Salem Normal School, and of the Normal Art-School.

The legislature of this State, at the session of 1874, directed this Board to inquire into the expediency of a new survey of the State. A committee of the Board considered the subject with great care, advising with a committee of scientific gentlemen in regard to the necessity and expense of such a survey. The report of the committee of the Board was unanimously adopted, and presented to the legislature in January, 1875. It was referred to the joint committee on education, which reported a bill providing for such a survey. This was referred to the appropriation committee, and favorably reported back by that committee. It was discussed in the House, some question was raised in regard to the accuracy of the estimated cost of the work, and it was principally on this account that it was not adopted by the House.

The Board had no personal knowledge of the expense, and therefore obtained estimates from gentlemen connected with the coast survey of the United States, whose lives have been spent in works of this kind, executed in the most thorough and expensive manner,—and also from gentlemen who have been engaged in the surveys of several large States,—and adopted their opinion as the basis of their estimate. The Board believes there are no better experts in the country, and that the estimate was care-

fully and accurately made, and renews the recommendations of the report of last year for a new survey.

CENTENNIAL EXHIBITION.

In reference to the representation of the educational interests of Massachusetts at the Centennial Exhibition at Philadelphia, the Board of Education, in compliance with the request of the governor and council to take charge of the educational department at the exhibition, and under the impression that the success or failure of Massachusetts in the educational department of the exhibition depended upon its action, took measures to authorize the Secretary of the Board, with such assistance as he might need, to make all necessary arrangements for the representation of the educational interests of the State at the exhibition. Before anything had been done, except to engage the services of Hon. John D. Philbrick, commissioners for the State of Massachusetts were appointed by the governor and council. In the matter of the action of the commissioners, and in explanation of the views and action of the Board of Education, the Board adopts, as a part of its Report, an extract from a circular issued by its committee, entitled,—

“International Exhibition. Department of Education and Science.

“The commissioners of Massachusetts, with the approval of the governor and council, have committed the special interests of Massachusetts, in the department of education and science, to the State Board of Education, which has appointed Messrs. Gardiner G. Hubbard, A. A. Miner and Joseph White a committee on the subject, with full power. This committee have selected an agent, Mr. John D. Philbrick, who, in addition to his experience as superintendent of schools in Boston, was commissioner for education in Vienna.

“Entire harmony exists between the various commissioners, and each will coöperate with and aid the others.

“The chief interest in the department of education must necessarily attach to the state exhibitions, each of which will occupy a place according to its relative value.

“The exhibition of each State will be so arranged that its

system of instruction, from the lowest kindergarten school to the highest university, can be examined step by step, and compared at each step with that of other States.

"Massachusetts has always been noted for the advanced position she has taken in the education of her children. Hers were the first free Public Schools and the first Normal Schools, and Harvard College was the first university in our country. Her system of High Schools is almost unique. Her technical schools are in some respects superior to those of other States. Her Normal Art-School is the first and only one in the country. Her colleges for women are of the highest order, while the Smith College in Northampton is the only one in the country whose standard for admission is the same as that of most of the colleges for men. Massachusetts is at present making a more liberal outlay for the education of her people than any other country of the world. She alone, of the States of the Union, received the grand diploma at the Universal Exposition at Vienna."

The committee of the Board requested their agent to prepare a statement of the space required for the educational exhibit at the Centennial, and had plans made showing the disposition of the space, which were presented to the executive committee of the Centennial by Mr. Hill, of the Massachusetts commission. This was the first application for space in the department of education and science, and required as much room as had been set apart for the entire educational interests of the whole country. The Hon. G. B. Loring, of the Massachusetts Centennial Board, and also one of the executive committee, having made an earnest appeal to the committee for the erection of a building to be devoted exclusively to the department of education and science, a vote was passed by the executive committee requesting the finance committee to appropriate the sum of \$25,000 for this purpose, and we have reason to think this appropriation will be made, and a suitable building erected.

In order to crown our own educational exhibition with success, there is needed a representation of several of our institutions, which will make our display attractive to the eye, and also of great interest, as being unique; but then a proper exhibition requires a larger appropriation than has been made. Unless these institu-

tions are represented, Massachusetts will not take the place in this department which it should occupy. We have received from the commissioners of the State every aid which they could render, and are greatly indebted to them.

It is the opinion of the Board that it will be impossible to do justice to the educational character of Massachusetts at the Centennial Exhibition upon the amount which the commissioners have felt at liberty to appropriate for the purpose, and that in some way a larger sum should be realized.

In view of the honorable record of the State, the Board of Education makes its annual report to the legislature with the firm conviction that in order to enable her future to compare favorably with her past, the Commonwealth of Massachusetts is bound to be liberal in her appropriations, and faithful and unremitting in her care for all objects the tendency of which is to improve and elevate her educational institutions.

WILLIAM GASTON, *ex officio*.

HORATIO G. KNIGHT, *ex officio*.

HENRY CHAPIN.

ALONZO A. MINER.

GARDINER G. HUBBARD.

WILLIAM RICE.

CONSTANTINE C. ESTY.

EDWARD B. GILLETT.

CHRISTOPHER C. HUSSEY.

PHILLIPS BROOKS.



REPORTS OF VISITORS

OF THE

NORMAL SCHOOLS.

FRAMINGHAM.

The Visitors of the Framingham Normal School submit the following Report.

The event of special interest in the past year's history of the school is the resignation of Miss Annie E. Johnson as principal. In August she was offered the principalship of the Bradford Female Academy, at a salary considerably in excess of that paid to her by the State. She deemed it her duty to herself to accept the offer, and accordingly did so; before, however, the Board had the opportunity to act upon her resignation, or to determine whether her salary should be increased. Her administration during the period of nine years has been one of eminent success, and she left the school at a period of its highest prosperity, with the regrets, cordial good wishes and high regard of all connected with the school and of this community. She will be long remembered as a popular, devoted and accomplished teacher. When she was installed as principal, in September, 1866, Governor Bullock said :—

“We are here to-day to establish, to make, to consecrate another stage in this steady and beneficent progress. We commit for the first time to a woman's care and instruction, one of these grand public institutions. . . . As the official head of the Board of Education, I need not say that they have arrived at this measure only after mature reflection and deliberation. . . . We need not doubt that the experiment, if it can be called an experiment, will result in complete, triumphant success.”

The recent unanimous choice by this Board of Miss Delia A. Lathrop to succeed Miss Johnson, is significant evidence of our belief in the fulfilment of Governor Bullock's prophecy, that

"woman's care and instruction" of a Normal School would prove a success.

The Visitors regret that Miss La'hrop's relations to the Cincinnati Normal School, over which she presides, prevent her acceptance of the offer made her.

Since Miss Johnson's resignation, the school has been under the care of Miss Ellen Hyde, as temporary principal by appointment of the Board. Her long and intimate connection with the institution as a popular and efficient assistant since her graduation, has enabled her to perform all the duties of principal with facility, and perfect satisfaction to us. We regret that her health is such that she cannot remain permanently in charge. It is her wish that a permanent principal may be selected as soon as practicable.

At the close of the summer term, Miss Emily M. Bullard resigned, on account of ill-health, and Miss Mary C. Conant was selected to fill her place. Miss Edith W. Howe was also appointed for one term to take the classes in natural history left by Miss Johnson. During this term, Miss A. A. S. Parker, who has charge of the Model School, has rendered also some assistance in the Normal School.

A special appropriation of \$3,500 was made by the last legislature for the construction of a well near the river, the purchase of a windmill, and the laying of pipes to the school buildings for the supply of water. The works have been completed and the school and boarding building are now most amply supplied with water for all purposes.

The chemical laboratory has been enlarged and fitted up in the best manner, and furnished with gas for experiments, and the cabinet of shells has been rearranged.

Some additional furniture has been put into the school-room. Improvements have been made on the school grounds by grading and setting out ornamental trees.

Hardly any additions have been made to the library. The most valuable is a copy of the new and elegant edition of the "Trees and Shrubs of Massachusetts" by Prof. George B. Emerson, presented by him in person to the school a few days ago. The gift is specially prized because Mr. Emerson was formerly one of the Visitors of the school, and always its cordial friend.

A course of eight lectures on physiology and hygiene is now being delivered before the school by Dr. Mary J. Studley, a graduate of this school when located at Newton. The principal in her report to us says it is "an invaluable course, and its good effects on so many young women can hardly be overestimated."

Justice to some of the assistants, especially to those who have been longest in service, seems to require that their salaries should be moderately increased. We would submit whether the great inequality now existing between the salaries of the respective corps of assistants of the various State Normal Schools is not a matter which should be considered by this Board. The late and present principals are strongly of the opinion that it is for the interest of this school that there should be but one examination and graduation in each year.

We renew the favorable notice made by us in our last report as to the management of the boarding building by the Matron, Miss Wales. We anticipate and recommend no unusual outlay on the buildings the coming year, beyond painting the outside of the boarding building and the enlargement of the dining-room.

The following statistics and statements are furnished to us by Miss Hyde :—

"The number of pupils admitted to the school during the year 1874-5 is :

First term, September 10, 1874,	. . . . .	46
Second term, February 25, 1875,	. . . . .	25
Total,	. . . . .	71
Average age of pupils admitted,	. . . . .	17.76 years.

Number of pupils in attendance :

First term,	. . . . .	117
Second term,	. . . . .	116
Of these, in advanced class,	. . . . .	13
Number of different pupils during the year,	. . . . .	142

Number of graduates :

January 28, 1875,	. . . . .	13
July 15, 1875 :		
Senior class,	. . . . .	16
Advanced class,	. . . . .	6
		<hr/> 22
Total,	. . . . .	<hr/>35

Residence of pupils—Massachusetts :

Middlesex County,	68	
Worcester,	42	
Norfolk,	7	
Suffolk,	4	
Essex,	1	
Hampshire,	1	
Hampden,	1	
Franklin,	1	
	<hr/>	125
Maine,	3	
New Hampshire,	6	
Vermont,	3	
Connecticut,	2	
New York,	1	
Pennsylvania,	1	
District of Columbia,	1	
Total,	<hr/>	142

" Since the opening of the school the number of pupils from other States and other countries has been 244, as follows :—

New Hampshire,	99
Maine,	34
Connecticut,	11
New York,	18
Rhode Island,	18
Pennsylvania,	12
New Jersey,	8
Vermont,	19
Maryland,	3
Florida,	1
Tennessee,	1
Ireland,	1
Illinois,	2
Ohio,	2
Canada,	2
Minnesota,	1
Indiana,	1
Burmah,	2
Sandwich Islands,	1
Michigan,	1
South Carolina,	2
District Columbia,	2

"We have labored persistently for two years to ascertain the present residence and occupation of all the graduates of the school, but as yet only about one-half of them have been heard from. I have gathered the desired statistics from the replies of those who have been heard from, beginning with the first class and coming down to 1870. Of the graduates of these years (1840 to 1870 inclusive) 657 have been heard from; 95 per cent. of them have taught, and their average time of teaching was 6.33 years. I have good reason to believe that were the whole number of graduates heard from, these proportions would be materially altered.

"I take great pleasure in giving these figures, and hope that they may prove a convincing answer to those persons who think that Normal Schools do not furnish teachers to the State. A very large percentage of this large amount of teaching has been done in Massachusetts, but almost all the States in the Union, and several foreign lands, have had a share in it.

"It gives me great pleasure to say that I think the school is in a sound and prosperous condition. The number of pupils is larger than ever before since the removal to Framingham, and a spirit of earnest studiousness seems to prevail amongst them."

C. C. ESTY,

C. C. HUSSEY,

Visitors.

JANUARY, 1876.

Average of those admitted :

Ladies,	18 yrs. 4 mos.
Gentlemen,	19 yrs. 4 mos.
General average,	18 yrs. 6 mos.

Number in attendance winter term :

Ladies,	124
Gentlemen,	11
Total,	135

Number in attendance summer term :

Ladies,	115
Gentlemen,	11
Total,	126

Number in attendance during the year :

Ladies,	158
Gentlemen,	18
Total,	176

Number who have completed the course of studies :

Ladies,	39
Gentlemen,	3
Total,	42

Number who have received state aid :

Ladies,	69
Gentlemen,	2
Total,	71

Occupation of parents or guardians of those in the entering classes :

Farmers, 38 ; merchants, 7 ; blacksmith, 1 ; painter, 1 ; carpenters, 5 ; agents, 2 ; teachers, 6 ; mechanics, 7 ; clergymen, 2 ; manufacturers, 5 ; railroad employés, 2 ; laborers, 5 ; clerk, 1 ; government officials, 2 ; unknown, 10. Total, 94.

Of those in attendance :

Hampden County furnished	59
Hampshire County furnished	22
Berkshire County furnished	29
Franklin County furnished	22
Worcester County furnished	13
Middlesex County furnished	1
Suffolk County furnished	1
Connecticut furnished	6
Maine furnished	4
New Hampshire furnished	4
Vermont furnished	2

New York furnished	.	.	.	.	.	.	.	.	5
Pennsylvania furnished	.	.	.	.	.	.	.	.	4
West Virginia furnished	.	.	.	.	.	.	.	.	1
Florida furnished	.	.	.	.	.	.	.	.	1
Indiana furnished	.	.	.	.	.	.	.	.	1
Kansas furnished	.	.	.	.	.	.	.	.	1
Total,	.	.	.	.	.	.	.	.	176

The increase in the entering classes is partly due to the increased facilities offered to the pupils in the new boarding-hall. This Normal home has accomplished for the students even more than was anticipated.

Here are furnished by the accomplished matron and her faithful assistants all the comforts and refinements that are to be found in the best private families. The boarders really constitute a private family on a large scale. That state of things which sometimes arises from a desire to make money, is absent, and every one is interested in the prosperity of the whole.

The students are now so related to those who have charge of them, that their health, their manners, their mental and their moral culture, need not be neglected. For these reasons the school now offers to those who resort to it for professional training, the best facilities that can be furnished. During the year Secretary White has given to the school some interesting lessons in the history of our government and in civil polity. With this exception the teaching has all been done by the regular teachers of the school. Rev. Mr. Mayo, of Springfield, gave to the school two interesting lectures.

The health of the students was never before so good as during the past year, and the per cent. of attendance was never higher. As a result of good health and constant attendance upon the duties of the school, the spirit of the students has been good, and their success in study has been marked.

The school has suffered a great loss the past year in the resignation of Miss E. Mole, one of its teachers. Miss Mole entered the school as a pupil in October, 1869, and graduated in July, 1871. She became a teacher in the school in September, 1871, and resigned her position in January, 1875. She possessed rare qualities for a teacher. She was a good scholar, and had a happy faculty of teaching to others what she herself

had learned. Her uniform cheerfulness of temper made her very agreeable to her associates, and gained for her the love of all who knew her.

Through the untiring industry of Mr. Scott and Mr. Diller (teachers), large additions have been made the past year to the cabinets of natural history. These gentlemen are sparing no pains or expense to make themselves masters of the departments they teach, and they have been very successful in collecting objects to be taught.

There is great need of increased facilities for teaching chemistry in the school. Those preparing to teach chemistry should have an opportunity of preparing for the work by doing with their own hands in the Training School, what they will be called to do in their own future schools. To this end there should be fitted up in every Normal School house, a room supplied with a sufficient number of tables, and sufficient apparatus to enable every student in the chemistry classes to perform for himself all the experiments necessary to illustrate the topics to be taught. Some of the schools have already been thus supplied. We would suggest the propriety of asking of our next legislature the appropriation of a small sum to be expended in fitting up a room for the teaching and study of chemistry in the Westfield School.

The graduates of the school find ready employment, and are generally successful. It has been found that nearly all those who graduate teach in the schools of Massachusetts, and nearly all perform faithful and satisfactory work.

All the Normal Schools in the State have now two entering and two graduating classes each year. We suggest that a change can be advantageously made without loss, so that at least there shall be but one graduating class in a year. If this could be done, a great amount of labor would be saved to the teachers of the schools, to the visiting committee, and to the public who desire to attend the examinations. The Hon. Henry L. Dawes has the past year presented to the school many valuable books and maps. Thanks are due to him for his gifts which he has continued to bestow upon us for many years.

WILLIAM RICE,
EDW. B. GILLET,
Visitors.

Second term—Gentlemen,	5	
Ladies,	16	
	<hr/>	21

Graduates from advanced class :

Gentlemen,	1	
Ladies,	5	
Total,	<hr/>	6
		<hr/>
		49

Number of the graduates of 1875 who have taught since graduation, is as follows :—

In Plymouth County,	11	
In Bristol County,	10	
In Worcester County,	7	
In Middlesex County,	6	
In Barnstable County,	3	
In Suffolk County,	2	
In Franklin County,	2	
In Washington, D. C.,	1	
In Tennessee,	1	
In the advanced course in this school,	3	
Otherwise employed,	3	
	<hr/>	
Total,		49

Residence of pupils admitted in 1875 :

Barnstable County,	6	
Bristol County,	16	
Essex County,	1	
Franklin County,	1	
Middlesex County,	17	
Nantucket County,	3	
Norfolk County,	12	
Plymouth County,	28	
Suffolk County,	4	
Worcester County,	1	
New Hampshire,	5	
Maine,	3	
Connecticut,	1	
West Virginia,	1	

Nova Scotia,	1
Burmah,	1
Japan,	1
Total,	102

The 210 pupils in attendance during the year are from the following counties and States :—

Barnstable County,	17
Bristol County,	27
Essex County,	6
Franklin County,	1
Middlesex County,	27
Nantucket County,	7
Norfolk County,	26
Plymouth County,	55
Suffolk County,	11
Worcester County,	4
New Hampshire,	12
Maine,	7
Connecticut,	2
Colorado,	1
Missouri,	1
District of Columbia,	1
South Carolina,	1
West Virginia,	1
Nova Scotia,	1
Burmah,	1
Japan,	1
Total,	210

Number admitted since the beginning of the school, . . .	2,275
Number graduated since the beginning of the school, . . .	1,337

The Visitors, having ascertained that some of the pupils, after struggling for two, three or four months, were obliged to leave, either from want of proper preparation or of natural ability, determined that hereafter none should be admitted, *even on conditions*, who did not obtain at least fifty per cent. in the examination for admission. This course may reduce the number of pupils, but we believe it will increase the efficiency of the school, as the classes are always greatly retarded by the few who are unable to keep up with the others.

From the above statistics and the returns made to the Secretary of the Board of Education, it appears that the five counties most directly dependent upon this school for their teachers have availed themselves of its privileges, as follows, for the year 1875.

Barnstable County sends one for every 5,400 of its inhabitants; Bristol, one for every 8,200; Dukes, none for the 4,071 of its inhabitants; Nantucket, one for every 1,100; and Plymouth, one for every 2,500.

Barnstable County sends one for every 39 teachers employed in the county; Bristol, one for every 38 teachers; Dukes, none for 36 teachers; Nantucket, one for every 4 teachers; Plymouth, one for every 17 teachers.

The graduates of this year are employed in these counties in about the same proportion.

We do not think there is any good reason for such great disparity and believe that if the people of Barnstable, Bristol and Dukes were aware of their neglect of the privileges provided for them, they would at once send more of their youth to this school for education.

STATISTICS FOR THE LAST FIVE YEARS.

	1871.	1872.	1873.	1874.	1875.
Admissions,	76	82	84	91	102
Young men,	16	18	19	19	28
Young women,	60	64	65	72	74
Average age on admission, (years)	19.9	18.8	19.3	18.7	18.6
Young men, (years)	20.6	19.8	20.5	19.4	19.6
Young women, (years)	19.7	18.5	19.0	18.6	18.2
Pupils in attendance:					
Spring and summer term,	134	149	150	140	151
Fall and winter term,	139	139	145	154	160
Different pupils for the year,	179	197	198	200	210
Young men,	42	40	39	43	55
Young women,	137	157	159	157	155
Graduated during the year,	37	49	44	48	49
Young men,	13	12	11	11	9
Young women,	24	37	33	37	40

These statistics indicate a steady increase in the number of pupils admitted, though the standard of admission has been raised, and a constant increase in the size of the school. The rate of increase in the number who graduate has not been quite

as large as that of the increase in the size of the school. The standard of graduation has been raised, and many other causes operate to take away pupils before graduation, though they come fully intending to take the full course. Some of the most prominent are sickness or death of parents or friends on whom the pupils are dependent, failure of funds of the parent or pupil, ill-health of the pupil, failure to do the work of the school, and the discovery of unfitness for teaching.

A large proportion of the pupils and of teachers in the State are ladies of limited means desirous of teaching as soon as may be, and liable at any time to be married. No provision in relation to admission or graduation can change this condition. There are all grades of schools in the State, from the ungraded rural district school to the thoroughly graded schools of the largest cities, and all grades of wages for teachers; and so long as anybody who will work for the wages offered can teach in some of these schools, a great many of those who propose to teach will feel that there is little need of taking a full course of study in preparation for teaching. The great need in our system of education is a higher standard of public sentiment in regard to the importance of school work, which will require every person who attempts to teach to make special preparation for this work.

Of those who do not graduate, very nearly all teach. It is not, therefore, a work of time or loss of effort to work for this portion of the school, neither is it a poor investment to educate young women for teachers who may marry soon after leaving the Normal School. Every person who catches the right spirit from the Normal School, and has learned what true teaching is, is a better parent and citizen than if he had not had this wakening. Home education is quite as important as school education.

The corps of teachers is nearly the same as for last year. Miss Mary A. Currier, the teacher of elocution for six years and a half, resigned her position at the middle of the spring term. Miss Isabelle S. Horne, a graduate of the school of oratory in Boston University, has been employed as teacher of vocal culture during the fall term. Miss Edith Leonard, a graduate from the advanced course in this school, has been added to the corps of teachers, to meet the demand occasioned by the increase in the number of pupils. Most of the teachers have been con-

nected with the school several years. Their industry, enthusiasm, and thorough devotion to the interest of the school, have been a constantly increasing power for good, which has manifested itself by the steady advance both in the quality and quantity of work they have performed. The school has never done more work, nor better work, than during the past year.

Most gratifying evidence of the usefulness of the school is constantly coming in the reports concerning the success of the graduates of the school who are called for as soon as they are ready for the service in all the grades of the Public Schools. The demand for well qualified teachers from the school is constantly greater than can be supplied.

The boarding-hall has been fully occupied, and in successful operation. The health of the pupils has been uniformly good : a large majority of them increase in health and strength during their connection with the schools. The habits of regularity, cheerful work, full occupation, with proper recreation, which are here inculcated, tend to the improvement of both body and mind. Abner J. Phipps has given a lecture to the school on compulsory education. Three interesting and valuable addresses have been given by G. G. Hubbard, Esq., of the Board of Visitors, and one by Joseph White, LL. D., the Secretary of the Board.

The appropriation of \$1,000, made by the last legislature for fitting and furnishing a chemical laboratory, and for chemicals and apparatus, has been expended for this purpose. The school has now an excellent laboratory, combining the most approved modern ideas, in which twenty-four pupils can work at one time, each pupil himself manipulating the apparatus and dealing with the substances which he studies. Eight mounted skeletons have been added to the zoölogical cabinet,—a valuable addition to the means of illustrating the structure of animals.

The special wants of the school at the present time are,—

First. A *manikin*, of life-size. The study of the human body is of the first importance to teachers, and a knowledge of the internal organs and their functions cannot be gained without the aid of a *manikin*.

Second. A large globe three feet in diameter mounted with a compass on the frame to indicate directions.

Third. The school-building needs painting on the outside ;

most of it needs two coats of paint, and the main school-room needs one coat. The painting cannot be deferred another year without serious loss to the woodwork.

Only the most pressing wants have been presented, and we earnestly recommend that appropriations be secured to meet these wants.

GARDINER G. HUBBARD,
C. C. HUSSEY,

Visitors.

S A L E M.

The administration of this school continues, as heretofore, under the able principalship of D. B. Hagar, Ph. D. A few changes have arisen in the corps of instructors. Miss Mary A. Currier, who for several years successfully conducted the elocutionary department of the school, resigned her position at the close of the summer term, having accepted the professorship of elocution in Wellesley College. The loss of her services was deeply regretted by the school. Her place has been assigned to Miss S. A. Mayo, a graduate of the Boston School of Oratory.

Miss Mabel F. Hines, a graduate from the Advanced Course in the Girls' High School of Boston, commenced her labors in the Salem Normal School September, 1874, as teacher in the department of chemistry and natural philosophy. She labored with great zeal and with remarkable success, especially as instructor in chemistry. It is, therefore, deeply regretted that serious illness compelled her to resign her situation at the opening of the fall term, after one year of service. The vacancy thus created has been filled by Miss Mary B. Smith, of Beverly, who is a graduate of the school, and some years since was one of its teachers.

The instruction in drawing, which one year ago was satisfactorily given by Mr. Walter C. Goodenough, is now in the hands of Mr. Leslie Miller.

It is gratifying to state that the utmost harmony of feeling prevails among the faculty of the school, and both the principal and his assistants are laboring with great assiduity, energy, and success. A large amount of extra labor has been thrown upon them, in removing, replacing, and rearranging the entire cabinet and general library, made necessary by changes in the school-building during the summer to insure its safety. It had become apparent a year ago that the trusses supporting the roof, though they had once been readjusted, were still defective. Mechanics were employed to carefully examine their con-

dition, and estimate the needed outlay. The \$500 judged to be adequate was appropriated by the legislature. On entering upon the work, however, and laying bare the defects, some of which had hitherto been concealed, it was found that far more extensive changes than had been contemplated were imperatively called for, and the Board in its discretion ordered them to be made. The total outlay has been about \$2,000, from which deduct the sum appropriated, and there remains about \$1,500 to be provided for. The work appears to have been thoroughly performed, and great confidence is felt that it will now prove satisfactory.

The following are the statistics for the year :—

Number of pupils admitted during the years 1874-75 :

First term, September 1, 1874,	. . . . .	72
Second term, February 16, 1875,	. . . . .	56
Total,	. . . . .	<hr/>128

Of the 128 pupils admitted during the year, Salem sent 17; Lowell, 10; Gloucester, 8; Danvers, Lynn, and Saugus, 7 each; Boston, 6; Malden and Newburyport, 5 each; Methuen, Middleton, North Reading, and Peabody, 3 each; Chelsea, Essex, Medford, Nahant, and Rockport, 2 each; and Beverly, Cambridge, Charlestown, Everett, Freetown, Greenfield, Hamilton, Haverhill, Ipswich, Lawrence, Marblehead, Melrose, Newton, North Andover, North Wilmington, Reading, Revere, Somerville, Wakefield, and Wenham, 1 each. The State of Maine sent 3; New Hampshire, 8; Pennsylvania, North Carolina, and Louisiana, 1 each.

Number of pupils in attendance :—

First term,	. . . . .	211
Second term,	. . . . .	228
Number of different pupils during the year,	. . . . .	273

Of the 273 pupils connected with the school during the year, Essex County sent 167; Middlesex, 53; Suffolk, 15; Worcester, 2; Barnstable, 2; Bristol, 1; and Franklin, 1. Maine sent 4; New Hampshire, 20; and Vermont, New York, New Jersey, Pennsylvania, Virginia, North Carolina, Louisiana, and District of Columbia, 1 each.

The fathers of the 128 pupils admitted during the year are by occupation, as follows: Merchants, shopkeepers, and traders, 25; farmers, 21; shoe-manufacturers and shoemakers, 13; carpenters, 9; machinists and sea-captains, 3 each; agents, blacksmiths, clergymen, custom-house officers, expressmen, manufacturers, masons, painters, ship-joiners, stair-builders, and teamsters, 2 each; book-keeper, brickmaker, butcher, carriage-maker, civil officer, collector of claims, cooper, doctor, engraver, hunter, laborer, lawyer, livery keeper, marble worker, master mariner, mechanic, moulder, planter, policeman, printer, sailor, soap manufacturer, stevedore, stone-cutter, tailor, tanner and currier, watchmaker, and watchman, 1 each; unknown, 4.

Of the class admitted September 1, 1874, 12 had taught school; of the class admitted February 16, 1875, 15 had taught school; total, 27.

Number graduated January 17, 1874, from the regular course, 17; number graduated July 6, 1874, from the regular course, 38; from the advanced course, 3.

The whole number of pupils since the opening of the school, September 13, 1854, is 1,848. Whole number of graduates (40 classes), 868.

Number of pupils connected with the several classes during the first term of the year: Advanced class, 14; Class A, (senior), 26; Class B, 50; Class C, 47; Class D, 74. Number of pupils during the second term: Advanced class, 12; Class A, 45; Class B, 49; Class C, 58; Class D, 64.

Thirty different pupils have received state aid during the year, and 24 have received aid from the income of the Bowditch Fund.

During the year 387 volumes have been added to the textbook library,—337 by purchase, and 50 by gift; and to the general library, 2 by purchase and 17 by gift.

The school has been highly favored with lectures from several distinguished men. Prof. A. Graham Bell has lectured on "Visible Speech"; Rev. E. C. Bolles, Ph. D., on "Polarized Light"; Prof. Edward S. Morse, Ph. D., on "Natural History"; and Prof. Dolbeare, of Tufts College, on "Illustrations with the Porte Lumiere." These lectures were given gratuitously and were interesting and instructive.

To the statistics already presented, we add the following table, showing the number of pupils present during each term of the school, through its whole history :—

1854-55, 66	1865-66, 124
1855, 104	1866, 135
1855-56, 121	1866-67, 137
1856, 111	1867, 149
1856-57, 88	1867-68, 145
1857, 95	1868, 160
1857-58, 103	1868-69, 156
1858, 107	1869, 147
1858-59, 119	1869-70, 164
1859, 139	1870, 155
1859-60, 131	1870-71, 159
1860, 139	1871, 152
1860-61, 138	1871-72, 158
1861, 130	1872, 170
1861-62, 108	1872-73, 173
1862, 100	1873, 195
1862-63, 96	1873-74, 209
1863, 117	1874, 200
1863-64, 105	1874-75, 211
1864, 113	1875, 228
1864-65, 115	1875-76, 246
1865, 121	

It appears from these statistics that the number of different pupils in attendance during the year is 313, or 36 more than last year; the number for the present term, 246, or 35 more than in the corresponding term of last year. The assembly-room of the school-building contains 210 seats, and no more can be added. The senior class have been obliged this term to occupy one of the recitation-rooms. As the number of pupils already exceeds the accommodations of the building, it seems necessary to limit its further increase; and unless the Board shall otherwise order, the number rejected term by term, amounting hitherto to about one-fourth of the whole number of applicants, will be increased by raising still higher the standard of admission. This being a matter, however, of considerable moment, and involving a policy which may have wider application, the Visitors will be glad to be instructed by the Board.

The accounts of the principal, which are admirably kept, have been audited, and found to be correctly cast and properly vouched. The appropriation for the current expenses of the school was \$12,000. The aggregate expenditure has been \$12,471,77.

Respectfully submitted.

A. A. MINER,
PHILLIPS BROOKS,
Visitors.

WORCESTER.

The Visitors of the Worcester Normal School report that the school is in successful operation. With the exception of the teacher of music, the instructors in the school are the same persons mentioned in the report of 1875, with the addition of three, who are named in the statement which follows. The school has been visited by numerous persons interested in its success, some of whom have favored the pupils with interesting and practical suggestions. Among these, the addresses of Gardiner G. Hubbard, Esq., on Rome, and Rev. A. D. Mayo upon Beauty in the School-room, were especially interesting.

The lectures of Miss M. J. Studley were highly prized by the pupils, and were peculiarly appropriate. The statistics of the school appear in the following statement:—

The number of applicants for admission to this school during the year is 89, of whom 53, about sixty per cent., passed the preliminary examination, and were admitted. Their average age was 17.9 years. There was only one young man among the number. Sixteen had previously taught school; 47—almost nine-tenths—were residents of the county; and 27—more than one-half—of the city of Worcester. Hampden County sent two; Middlesex, Plymouth, and Nantucket, one each; and one came from the State of New Hampshire.

Residences in detail: Worcester, 27; Agawam, Blackstone, Northbridge, Barre, Grafton, Templeton, 2 each; Duxbury, Fitchburg, Hopkinton, Millville, Nantucket, Oakham, Shrewsbury, Gardner, Spencer, Uxbridge, Westborough, West Boylston, Winchendon, 1 each; Concord, N. H., 1.

The fathers of the pupils are by occupation as follows: Mechanics, 16; farmers, 13; manufacturers, 5; boarding-house keepers, 3; merchants, 3; barber, book-keeper, draughtsman, engineer, miller, overseer, physician, painter, real estate broker, salesman, tanner, teacher, teamster, 1 each.

The number of pupils admitted since the opening of the school, in September, 1874, is 122. Of these, 29 have with-

drawn for various reasons, leaving the present number 93, who are divided into three classes, as follows: first class, 28; second class, 18; third class, 47.

The library has been increased by the purchase of 592 volumes of text-books, and 457 volumes of reference books.

Some illustrative apparatus for the teaching of drawing, of physiology, etc., has been supplied, and additions to this are continually made.

A chemical laboratory, accommodating eighteen working pupils, and supplied with gas-hood, Bunsen pump, tables, sinks, etc., has been fitted up, at an expense of about \$300; and the necessary supplies have been provided, at a cost of about \$500. Not far from \$300 has also been expended for philosophical apparatus.

By the generous coöperation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School may, in their senior year, be assigned, as assistants or apprentices, to superior teachers in the Public Schools, and may thus have real practice in the instruction and management of school children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School. This is actual teaching. The conditions are stern, but helpful; and it is believed that an experiment so carefully sifted of artificial encumbrances, will yield something of value. The undertaking will be diligently carried on and closely watched, and a detailed report of its working will in due time be offered.

Constant attention is paid to the health of the students, a majority of whom report themselves as improved in this respect soon after entering the school. It cannot be denied, however, that too many come with physical constitutions seriously impaired by the confinement and the stress of work and worry that so burdens the scholars in our Public Schools; and it is often a perplexing question, in individual cases, whether the State can wisely invest money where invalidism seems the almost sure destiny of the student.

The services of three additional teachers have been engaged during the year; namely, Miss Juliet Porter, formerly teacher in Le Roy (N. Y.) Academy, and a graduate of the Normal School at Framingham; Mr. Michael J. Green, of Boston, a

student in the Normal Art-School, and holder of "Diploma A"; and Mr. Henry W. Brown, a Harvard graduate, late classical teacher in the Worcester High School.

A short course of instruction in a special department of physiology has been given, with much advantage to the pupils, by Miss Mary J. Studley, M. D.

Memorandum of the Sanitary Regimen of the State Normal School at Worcester.

Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress in study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a full knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:—

- | | |
|-----------------|--------------|
| 1. Weight. | 5. Eyesight. |
| 2. Height. | 6. Hearing. |
| 3. Chest-girth. | 7. Appetite. |
| 4. Waist-girth. | 8. Sleep. |

The following questions are also asked at the time of admission:—

1. Have you had serious or protracted illness within two years? If so, state, as fully as you choose, the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease; for example, neuralgia, headache, or sore throat? If so, state, as fully as you choose, what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye, a professional oculist of high standing is regularly employed. More than twenty-three per cent. of our students have required his services.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn; to deal with living questions of hygiene, as they arise in everyday life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following:—

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied in study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is fifty minutes long, and study is not permitted to infringe upon a moment of it.

Care is taken that, along with admonitions against hurry, *time enough* be given, in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room—one of the lightest and pleasantest in the building—is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any overworked student may find, at the moment of need, quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

The school has been conducted to the satisfaction of the Board of Visitors, and has had the sympathy and approval of the community which it specially accommodates. A room has been neatly and appropriately arranged, in which the pupils

who remain during recess take their meals at tables, with settees conveniently arranged, and where the graces of social intercourse are seen and cultivated.

The genuine interest shown by the principal and those connected with him, in the matter of health, impresses the pupils with a deep sense of its importance; and they will be likely, not only to pay attention to their own physical condition, but, as teachers, to bestow care of this kind upon scholars under their charge.

The efforts of the teachers are rewarded by remarkable interest and improvement on the part of the scholars, and we feel that the school is a real success. The principal and the other instructors seem to be in perfect accord, and the spirit which prevails through the institution seems to be free from any elements of friction or dissatisfaction. If we do not graduate from this school instructors who will be successful in the best sense, the Visitors will be sadly disappointed.

The building is well fitted for its purpose, and shows fewer defects than most public buildings. The streets, with a slight and unimportant exception, have been accepted by the city, and made public. The house will always be upon a hill, and hills are not climbed without labor; but the pure air which is breathed, and the beautiful prospect which greets every one who reaches the spot where the house is located, are ample compensation for any extra labor in reaching it. The room for drawing has been appropriately tinted; the chemical apparatus is in good order, and the building and its surroundings are in such condition that, although more books are much needed, no special appropriation is asked for the present year.

Gratified with the successful inauguration of the school, the Visitors make their report to the Board of Education with the conviction that the funds of the State have been wisely and profitably invested in the establishment of the Worcester Normal School.

HENRY CHAPIN,
WILLIAM RICE,

Visitors.

JANUARY, 1876.

THIRD ANNUAL REPORT
OF
THE BOARD OF VISITORS
OF THE
MASSACHUSETTS NORMAL ART-SCHOOL.
—
1876.

STATE NORMAL ART-SCHOOL,

BOSTON.

The State Normal Art-School is now in the third year of its progress. It is the child of necessity. The legislature of 1870, in view of the great importance of drawing as a branch of education, enacted that cities and towns containing more than ten thousand inhabitants should make provision for free instruction in industrial drawing for persons over fifteen years of age. Although the Act met with much favor, it was found impracticable to realize the advantages contemplated, for the want of competent teachers. Further legislation was therefore had, providing for the establishment of a Normal Art-School, under the direction and management of the Board of Education.

The school was opened in the autumn of 1873. It became apparent at once that it met a public need. The number in attendance during the first year was 133. This number was increased the second year to 239,—215 in Class A, and 24 in Class B. Of these, 84 were gentlemen, and 155 were ladies. The number in attendance the present year, up to the time of issuing of the circular, is 307; namely, 233 in Class A, 38 in Class B, 21 in Class C, and 15 in Class D. As a few of the members of Class C are also members of Class D, the actual number of persons, by the circular, is slightly under 300. The total number, computed by years, who have received instruction in the school, up to the time mentioned, is 679. It is understood that the instruction in Classes B, C and D may be profitably received, in any order desired, by all who have mastered the work in Class A.

Shortly after the opening of the current school year, it was found expedient to establish Class D, as several pupils were desirous of receiving instruction in the branches embraced therein. This having been authorized by the Board, arrange-

ments for the requisite accommodations and instruction were immediately made, and the class-work began. The number receiving instruction is 15.

Of these pupils, 71 have graduated in Class A, of whom 30 are known to be already employed. Of those not yet graduated in Class A, and who are still members of the school, 19 are teaching. Of those not graduated, and not at present in the school, 7 are teaching. Total number teaching, 56.

Of the present members of the school, 130 are gentlemen, and 177 ladies. One-half of them are residents of Boston; six are from other States; namely, two from Vermont, and one each from New York, New Jersey, Ohio and Minnesota; and the remainder are from the various sections of our own State, principally, however, from the eastern portion.

Since the third year circular, whence these statistics are gathered, was issued, accessions to the school have carried the number of present members up to 313, and the total number from the beginning, a little under 700.

The principal embarrassment under which the school has labored has been a want of commodious rooms. From the beginning its quarters have been far too circumscribed. The two upper stories,—one being the attic story,—of an ordinary dwelling-house, No. 33 Pemberton Square, was all the accommodation the school could boast, though numbering 133 pupils, for the entire first year. It was found necessary to divide the pupils into three sections, one occupying the rooms in the forenoon, another in the afternoon, and the third in the evening. The fact that such a division was in some respects a convenience to the pupils, enabling them to choose their own time of day for attendance, was a mitigation of their trials. It did not, however, prevent the excessive crowding of the rooms, much suffering from imperfect ventilation, and great annoyance from the want of light. When the time for examination came, it was found necessary to take the pupils to a distant part of the city, to rooms temporarily opened for them, where their test-work could be executed. Complaint after complaint and petition after petition came to the Visitors and members of the Board for relief, but no relief could be afforded.

On the opening of the second school year, additional rooms were secured in No. 24 Pemberton Square, which, though quite

unsuited to the needs of the school, would have afforded some measure of relief, had not the number of pupils been nearly doubled. But with 239 pupils, the rooms were still crowded, the school was unrelieved in respect to ventilation, and still suffered from the unsuitableness of the light.

In this attitude of the affairs of the school, the Board asked the legislature to set apart the requisite amount of the lands owned by the State at the corner of Boylston and Dartmouth streets, as a site for a Normal School building, hoping that, a site being secured, private munificence would erect a building. The request was not granted. We trust, however, it is only delayed.

Meantime the second year drew to a close. The legislature adjourned. The question of the still greater needs of the school challenged anew the attention of the Board. Early in the vacation the Visitors learned that the lease of No. 24 would expire before the third year would commence, and that the State did not intend to renew it. Nor, had it been otherwise, is it at all possible that the school could have been carried on during its third year in the quarters it had hitherto occupied, since it early became probable that its numbers would reach, if not exceed, 300. After inquiring in different directions, examining various premises, and receiving full authority from the Board, the Visitors deemed it expedient to lease, subject to the approval of the legislature, adequate rooms in School Street Block, opposite the City Hall. Though not everything that could be desired, they are a very great improvement upon the accommodations previously had. They are ten in number, three of them being large, furnishing ample space for lectures—and all at a rent of about \$6,000 and taxes—but slightly exceeding that of No. 24, which was relinquished.

It was found necessary to prepare and furnish the rooms for their uses, to connect some of them together and separate others, color the walls, and secure means for the control of the light. The expenditure for these purposes will amount to about \$5,000.

Classes A, B and D are established in these rooms; while Class C remains at 33 Pemberton Square. This is attended with very little inconvenience, since the instructors of that class have no other connection with the school. Still the polic

undoubtedly should be to bring the entire school together in the same building as soon as practicable, thereby facilitating ampler oversight.

The officers of instruction for the current year are somewhat changed from preceding years. Class A has Mr. G. H. Bartlett as Principal Instructor, and Miss R. L. Hoyt as Assistant, with Mr. William Briggs as Lecturer. Class B has Miss Mary Carter as Principal Instructor, and Miss Grace Carter as Assistant. Class C has Mr. Otto Fuchs as Principal Instructor, and Professors W. R. Ware, of the Institute of Technology, and C. D. Bray, of Tufts College, as Lecturers. Class D has Mr. G. H. Bartlett as Principal Instructor, and Miss Grace Carter as Assistant. The Director, Mr. Walter Smith, whose office is in the building, lectures, and otherwise gives close attention, to all departments. The Visitors are gratified with the condition of the school, and the progress it appears to be making. They cannot doubt that it is exerting a happy influence, both by its example and through the pupils it sends out, upon the interests of art-education throughout the country. It is believed that its contributions will add not a little to the interest of the Art Department of the approaching Centennial Exhibition, as it has added to the several annual exhibits in this city.

The appropriation for the current expenses of the school for 1875 was \$9,000, exclusive of incidentals. The expenses, including incidentals, have been, \$10,987.25.

Respectfully submitted.

A. A. MINER,
GARDINER G. HUBBARD,
PHILLIPS BROOKS,
HENRY CHAPIN,

Visitors.

DECEMBER 29, 1875.

FINANCIAL STATEMENT.

BOARD OF EDUCATION.

APPROPRIATIONS FOR NORMAL SCHOOLS FOR 1874.

1874.	Paid by Treasurer's checks: Framingham School— A. E. Johnson, Principal, salary, Assistants' salaries, . . . Lectures, . . . House and grounds, . . . Fuel, . . . Furniture and repairs, Printing and advertising, Books, chemicals and apparatus, . . .			1874.	Appropriation, . . .	\$66,500 00
				\$10,954 16		
	Westfield School— J. W. Dickinson, Principal, salary, . . . Assistants' salaries, . . . Lectures, . . . House and grounds, . . . Fuel, . . . Furniture and repairs, Printing and advertising, Books, chemicals and apparatus, School of Observation, . . .			\$3,000 00 8,700 00 15 00 363 66 483 50 252 81 38 75 139 72 500 00		
				13,493 44		
	Bridgewater School— A. G. Boyden, Principal, salary, Assistants' salaries, . . . House and grounds, . . . Fuel, . . . Furniture and repairs, Books, chemicals and apparatus, . . .			\$3,000 00 8,700 00 260 00 525 77 339 56 172 85		
	Salem School— D. B. Hagar, Principal, salary, . . .			\$3,000 00		

BOARD OF EDUCATION.

APPROPRIATIONS FOR NORMAL SCHOOLS, 1875.

1875.			1875.	Appropriation,	\$71,000 00
Framingham School—					
Annie E. Johnson, Principal, salary,		\$1,322 18			
Ellen Hyde, Acting Principal, salary,		859 38			
Assistants' salaries,		7,568 92			
Janitor,		300 00			
Fuel,		510 96			
Furniture and repairs,		150 80			
Printing and advertising,		208 34			
Books, chemicals and apparatus,		154 11			
			\$11,074 69		
Westfield School—					
J. W. Dickinson, Principal, salary,		\$3,000 00			
Assistants' salaries,		7,702 49			
Care of house and grounds,		522 93			
Fuel,		635 58			
Furniture and repairs,		25 38			
Printing and advertising,		59 50			
Books, chemicals and apparatus,		210 10			
Contingent,		344 02			
School of Observation,		500 00			
			13,000 00		
Bridgewater School—					
A. G. Boyden, Principal, salary,		\$3,000 00			
Assistants' salaries,		8,564 00			
Care of house, etc.,		234 00			
Fuel,		497 00			
Furniture and repairs,		379 07			
Books, chemicals, and apparatus,		308 78			
			12,982 85		
Salem School—					
D. B. Hagar, Principal, salary,		\$3,000 00			
Assistants' salaries,		8,290 00			

Care of house, etc.,	\$240 50			
Fuel,	510 00			
Furniture and repairs,	312 06			
Printing and advertising,	10 00			
Books, chemicals and apparatus,	108 21			
		\$12,470 77		
Worcester School—				
E. H. Russell, principal, Salary,	\$3,000 00			
Assistants' salaries,	5,768 52			
Lectures,	66 25			
Care of house and grounds,	612 47			
Fuel,	644 49			
Furniture and repairs,	131 13			
Printing and advertising,	354 87			
Books, chemicals and apparatus,	1,173 17			
Contingent,	103 01			
		11,853 91		
Normal Art-School—				
Teachers' salaries,	\$8,352 00			
Lectures,	150 00			
Care of house,	318 54			
Fuel,	407 82			
Furniture and repairs,	1,093 47			
Printing and advertising,	1,078 40			
Apparatus,	159 02			
Contingent,	38 50			
		11,597 75		
		\$72,979 97		
			\$1,979 97	
			\$72,979 97	

BOARD OF EDUCATION.

APPROPRIATIONS FOR STATE AID.

1874. July,	Treasurer's checks— A. E. Johnson, Framingham School, J. W. Dickinson, Westfield School, A. G. Boyden, Bridgewater School, D. B. Hagar, Salem School,	\$500 00 500 00 500 00 500 00	\$2,000 00	1874. Appropriation,	\$4,000 00
1875. January,	A. E. Johnson, Framingham School, J. W. Dickinson, Westfield School, A. G. Boyden, Bridgewater School, D. B. Hagar, Salem School,	\$500 00 500 00 500 00 500 00	2,000 00	1875. Appropriation,	\$4,000 00 \$4,000 00
1875. July,	Treasurer's checks— A. E. Johnson, for Framingham School, J. W. Dickinson, for Westfield School, A. G. Boyden, for Bridgewater School, D. B. Hagar, for Salem School, E. H. Russell, for Worcester School,	\$500 00 250 00 250 00 500 00 500 00	\$4,000 00	1875. Appropriation,	\$4,000 00 \$4,000 00
1876.	C. C. Esty, for Framingham School, J. W. Dickinson, for Westfield School, A. G. Boyden, for Bridgewater School, D. B. Hagar, for Salem School, H. Chapin, for Worcester School,	\$400 00 400 00 400 00 400 00 400 00	\$2,000 00	1876. Appropriation,	\$4,000 00 \$4,000 00

BRIDGEWATER NORMAL SCHOOL—Enlargement of Boarding-House.

1873-4.	Bills with the Auditor— J. S. Bassett, stone-work and cellar, Ryder & Hayward, carpenters, and mason- work and painting, J. H. Fairbanks, tin-work and ventilation, Walworth Manufacturing Co., gas and steam work and fixture pipe, etc., Greene & Jordan, plumbing, etc., Architect, Bills for furnishing, Miscellaneous bills, Unexpended,		1873. 1874.	Appropriation, Appropriation,	\$36,000 00 7,600 00
		\$1,302 43 27,841 82 606 62 7,552 32 1,090 27 675 00 3,812 39 719 05 10			
			\$43,600 00		\$43,600 00

SALEM NORMAL SCHOOL—Finishing two Rooms.

1874. Sept. 14, Dec. 31,	Treasurer's checks— Bills with Auditor, with Auditor, Unexpended,		1874.	Balance of appropriation of 1873,	\$638 48 \$638 48
		\$300 00 276 12 62 36			

FRAMINGHAM NORMAL SCHOOL—Painting Furniture and Improving Grounds.

1874. Mar. 26, 31,	Bills with Auditor, with Auditor, with Auditor, with Auditor,		1874	Balance of appropriation of 1873,	\$841 75 \$841 75
		\$171 69 521 72 111 38 36 96			
			\$841 75		

DR. *Financial Statement Massachusetts Board of Education.*—Continued. Cr.

FRAMINGHAM NORMAL SCHOOL—*Water-Supply.*

1875.	Treasurer's checks—	1875.	Appropriation,	\$3,500 00
May 18,	Whitmore & Co., on account,	\$800 00		
18,	L. F. Childs, on account,	500 00		
27,	Ellis & Son, surveying,	22 50		
July 16,	S. C. Drake, sundry bills,	51 69		
	E. Heminway & Son,	92 04		
	L. F. Childs,	238 00		
	L. C. Gray,	116 02		
Aug. 31,	E. Heminway,	329 16		
	Windmill Co.,	865 00		
	Whittemore & Co.,	544 97		
		\$3,559 38*		59 38
				\$3,559 38

WORCESTER NORMAL SCHOOL—*Finishing, Furnishing and Grading.*

1874.	Paid by Treasurer's checks—	1874.	Appropriation,	\$10,000 00
Aug. 14,	Bills with Auditor,	\$1,300 00		
19,	with Auditor,	1,500 00		
Oct. 13,	Furniture,—bills with Auditor,	575 15		
39,	Bills with Auditor,	241 00		
1875.				
Jan. 8,	Bills with Auditor,	792 61		
Apr. 2,	with Auditor,	2,078 13		
July 12,	with Auditor,	443 34		
Aug. 13,	Balance bill for heating apparatus,	1,996 00		
Nov. —,	Bills, furniture, etc.,	1,073 73		
	Balance,	\$9,999 96		
		04		
		\$10,000 00		\$10,000 00

FINANCIAL STATEMENT.

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WESTFIELD NORMAL SCHOOL—Heating Apparatus, etc.

1875.	Bills with Auditor,	\$5,600 00	1875.	Special Appropriation,	\$5,600 00
BRIDGEWATER NORMAL SCHOOL.						
1875.	Bills with Auditor for Laboratory,	\$672 44	\$1,000 00	1875.	Appropriation for Laboratory and chemicals,	\$1,000 00
Dec. 27,	with Auditor for chemicals,	327 56				
	Bills with Auditor for skeletons,	\$159 00	300 00		Appropriation for globe, skeletons and models,	300 00
	Unexpended,	141 00				
			\$1,300 00			\$1,300 00

INCOME OF THE TODD FUND, 1873-5.

1875.	Paid W. Smith, for models, pictures, etc., for Worcester Normal School,	\$300 00	1874.	Income of 1873-4,	\$1,490 00
Oct. 1,	Paid W. Smith, for models, etc., for Normal Art-School,	300 00	Jan. 5,	of 1875, in part,	582 50
8,	Paid W. Smith, for models, etc., for Normal Art-School,	177 65	Oct. 8,		
14,	Paid O. B. French, for Normal Art-School,	500 00	1876.	Income of 1875, balance,	212 50
25,	Paid E. H. Russell, for Worcester Nor. School,	360 32	Jan. 28.		
Nov. 4,	Paid G. G. Hubbard, for Normal Art-School,	300 00			
26,	Unexpended, . . . . .	. . . . .		
			\$1,937 97		
			347 03		
			\$2,285 00		\$2,285 00

* Four hundred ninety-five dollars seventy-two cents of the above amount should have been charged to the appropriation for the support of the school, leaving the amount already expended under this appropriation at \$3,063.66, and a balance unexpended of \$436.34.

Cr.

Financial Statement Massachusetts Board of Education.—Continued.

APPROPRIATION FOR SPECIAL AGENTS.

1874.	1874.	Appropriation,	\$10,800 00
Treasurer's checks—			
Walter Smith, Art-Director, salary and ex-	\$2,782 17		
penses from Jan. 1, 1874, to Jan. 1, 1875, .			
Geo. A. Walton, salary and expenses from	2,337 51	\$5,119 68	
January, 1874, 12 months,			
Art-Exhibition—			
Rent of hall,	\$300 00		
Bills for labor, materials, etc.,	190 00		
Advertising,	7 93	497 93	
Wright & Potter, printing, . . . . .	. . . . .	62 68	
Unexpended, . . . . .	. . . . .	\$5,680 29	
		5,119 71	
		\$10,800 00	\$10,800 00
1875.	1875.	Appropriation,	\$10,800 00
Paid by Treasurer's checks—			
Walter Smith, Art-Director, salary and ex-	\$2,894 29		
penses from January 1, 12 months,			
Geo. A. Walton, salary and expenses from	2,437 23		
January, 12 months,			
E. A. Hubbard, salary and travelling expenses	831 16		
from September 15 to January 1, 1876, . .			
John Kneeland, salary and travelling ex-	779 27		
penses from October 1 to January 1, 1876, .	125 00	\$7,066 95	
J. D. Philbrick, salary for September, . . .			

	WESTFIELD NORMAL SCHOOL.—Boarding-House.				
	Art-Exhibition—				
July	Rent of hall,	\$300 00			
	Labor, materials and incidentals,	297 83	\$597 83		
			\$7,664 78		
			3,135 22		
	Balance unexpended, . . . . .	.	\$10,800 00		\$10,800 00
1872.					
July	J. W. Dickinson, for land,	\$5,200 00		Appropriation,	\$75,000 00
Dec.	A. R. Esty, Architect,	1,500 00			
	Treasurer's checks—				
Dec.	To E. B. Gillett, for payments on contract,	10,000 00	\$16,700 00		
1873.					
May	To E. B. Gillett, for payments on contract,	\$3,300 00			
13,	E. B. Gillett, for payments on contract,	10,000 00			
23,	E. B. Gillett, for payments on contract,	10,000 00			
Aug.	E. B. Gillett, for payments on contract,	10,000 00			
7	E. B. Gillett, for payments on contract,	10,000 00			
Oct.	E. B. Gillett, for payments on contract,	10,000 00			
3,	E. B. Gillett, for payments on contract,	10,000 00			
9,	E. B. Gillett, for payments on contract,	10,000 00			
Nov.	E. B. Gillett, for payments on contract,	10,000 00	53,300 00		
25,					
1874.					
Mar.	To disbursements,	\$5,000 00			
25,	payments on contract,	3,000 00			
July	Mayo, balance contract,	2,032 50			
17,	A. R. Esty,	1,100 00			
	Lampson, furniture,	4,437 50	15,600 00	Appropriation for finishing and furnishing,	10,600 00
			\$85,600 00		\$85,600 00

FOURTH ANNUAL REPORT
ON THE
PROMOTION OF INDUSTRIAL ART-EDUCATION
IN MASSACHUSETTS.

R E P O R T .

To the Members of the State Board of Education.

GENTLEMEN :—It gives me much pleasure to report that during the year 1875, every city in the State whose population of ten thousand and upwards imposed on it compliance with the law of 1870 in maintaining free industrial drawing classes, has established such classes.

With regard to the success of these classes, it must be remembered that the difficulties which hindered their practical usefulness in the first few years are not altogether removed even now, and the absence of suitable and well-equipped class-rooms for different branches of study, with experienced and accomplished teachers to give instruction, is clearly discernible in many cities. Gradually, however, one after another of the localities most alive to the needs of industrial education are providing themselves with rooms properly lighted and arranged, and with examples for study well chosen and for the time sufficient; and through the action of the Normal Art-School, it will not be long before teachers will be available capable of taking charge of the various branches of art-education which are generally taught in an art-school.

The development of art-education in the State cannot go on faster than the development of public opinion which originates and sustains it; but there can be no question that the annual exhibitions of drawings from the free evening drawing classes of the State have rapidly matured public opinion on the subject.

The question now most frequently put is not whether it is possible to comply with the Act of 1870, or whether it would do any real good to trade and manufactures if it were thoroughly carried out, but rather "which is the best way of doing it,"—a

change of material significance to have been brought about during the short space of five years. The answer to such a question I gave as fully as I could in my report of last year, and hope before long to see some manufacturing city in Massachusetts so alive to her material interests as to erect a building entirely devoted to instruction in art and science applied to industry ; and to found a school which shall make its products as famous for skill and taste as the trade schools of France did and do now for the country which was *practical* enough to establish them.

FREE EVENING DRAWING CLASSES.

It would materially advance the soundness of the instruction given in these classes if school committees would not treat them in any way different from other classes under their control, with regard to the classification of scholars, arrangement of subjects for study, and application of rules for the management of the pupils. The study of drawing is as much a matter of progress from elementary to advanced features, from simple to more difficult work, as is the case with writing or arithmetic. Pupils who come to learn, and are entirely ignorant of a subject, are the last persons capable of deciding what they should do, and yet in many of the evening drawing classes they are allowed to pick and choose which exercise, out of many difficult subjects, such as machine drawing or building construction, they should begin with, before problems of geometrical drawing on which all such work is based have even been attempted by them.

The result is failure in the pupil and discouragement of the teacher. This does not happen in the day schools, and the reason is that in them the school committees and teachers do their share of the work, and that share is to direct and instruct the beginner in what is necessary and best for him to learn, rather than to allow him to select for himself. The greatest help the managers and instructors of these evening drawing classes can give to the pupils is to lay down a progressive course of study and require all who enter the classes to begin at the beginning, and to advance according to some definite plan, whether the subject be freehand or mechanical drawing.

In these classes, too, there should be reviews, examinations and promotions, as in the day schools, and for the first year of

instruction all the pupils should be taught by means of class lectures on the several elementary subjects, and not by individual teaching alone, which leaves many pupils too long without help and direction, and all without the full oral instruction from the blackboard which beginners require.

The objection to all this, that youths and adults in such classes would not like to begin at the elements, even though ignorant of them, can have no weight with practical men. There is no royal road by which ignorance, even though it be adult ignorance, can arrive at knowledge and power; and from such a delusion persons holding it may as well be delivered at first as at last, before much valuable time has been wasted, and the labor of both master and pupil thrown away,—the inevitable consequence without authoritative direction on the one hand and respect for authority on the other.

Before any teacher of a night drawing class is allowed to commence his work, he should be required to submit to the committee having such class in charge, a complete programme of the courses of lessons he proposes to give, by which every hour of the time devoted to instruction shall be profitably employed, dividing the courses into class lectures for beginners of the first year, and subjects of advanced instruction for those who have attended in previous years. This programme should include work done both in class and during intervals between lessons at home, and the whole should conclude by time examinations of the pupils and a public exhibition of their works.

I have for the past two years printed such a scheme of instruction for evening classes as an appendix to my annual report, for the convenience of those who may not feel competent to design such a scheme; and have on several occasions drawn up courses of study for school committees who desired me to do so.

DRAWING IN DAY SCHOOLS.

It would be a gratification to me to be able to report that as all the cities have complied with the Act of 1870 with regard to evening classes, so all places, whether cities or towns, had similarly complied with it, in the section requiring drawing to be taught in the day schools, exempting none. This is not yet our

good fortune, and I think it is a very serious matter when the towns and school committees can be excused for non-compliance with the law because there is no penalty for breaking it. Much difficulty may have been experienced in qualifying the regular instructors of the schools to give the instruction, even when there has been a disposition to impart it to the scholars ; but this difficulty has disappeared now, and qualified teachers from the Normal Art-School can be secured by all the school committees requiring them, without any delay and at a very slight expenditure. The only way in which industrial art-education can become general and its influence extend to the final object contemplated, is by the teaching of drawing to every child in the day schools. The evening drawing schools will do little good until the pupils approach them prepared by their practice in the day schools, and the only means by which public taste can be improved is by cultivating a perception and love of the beautiful in the mind and heart of every child, by means of drawing.

The drawing as taught in the schools should be essentially a preparation for the understanding and practice of industrial art—the first kind of art practised by all nations. The instruction should comprise both instrumental and freehand drawing, the first to cultivate a love for and habits of accuracy ; the second to develop power and skill in the observation and expression of the inexact ; one is not more important than the other, but either alone is a very helpless accomplishment, whilst the boy or man who can handle pencil and compasses with equal facility, is independent of either and master of the situation,—whatever may be required of him in industrial art.

The subjects which seem to me to be required in Primary Schools, are knowledge of (1) geometric forms and definitions ; (2) practice in drawing, from flat copies and the blackboard, of simple objects and ornamental details ; (3) elementary design, *i. e.*, exercises in filling simple geometric forms such as the square, triangle, circle or hexagon, with short lines, curved and straight, arranged symmetrically, as practised in kindergarten schools ; (4) drawing from dictation of exact forms in defined positions ; (5) drawing from memory of previously drawn exercises ; (6) learning the names, though not drawing the forms, of

geometric solids. And here it might be well to observe that it is not the manual skill displayed in the children's drawings which determines their educational value, so much as the thoughts they have induced and the habits of accuracy, observation and self-reliance they have helped to create.

1. In Grammar Schools, the pupils should be taught the use of the ruler and compasses in working out plane geometrical problems, and in executing the mechanical repetitions of elementary design.

2. Design, as practised in the workshops, should be taught in the schools, and in the Grammar Schools the first features of applied design; namely, the invention or adaptation of the forms of nature or historical ornament and their exact repetition as required in design. This has been proved to be easy of attainment.

3. Object drawing, from the copy to learn principles, and from the object itself to learn their application in drawing from nature, is a very important branch of Grammar School work.

4. Enlarging and reducing from flat examples of natural forms or historical details of ornament, are necessary for practice to give knowledge of proportion and of accepted types of the beautiful in design and ornament.

5. Drawing from memory, of forms already drawn, is a very direct mode of fixing in the mind the essential characteristics of any form, and is an exercise which should form a part of any system of instruction in drawing.

6. In every class the imagination of the pupils should be exercised by drawing from the teacher's dictation such forms as can be exactly described, as, for instance, geometric patterns, varied by other forms, such as leaves and flowers, described by their names, or details of ornament previously drawn, and whose names recall their shapes and characteristics.

Thus, by regular alternation of exercises, the thinking, inquiring, executing faculties of the pupils will be aroused and exercised, and in one direction the senses of sight and touch will be utilized for the purpose of acquiring information and of creating or developing habits of accurate observation and fructifying incipient taste.

I have always considered that the work of drawing in Primary Schools was to learn names and to interest the scholars; in

Grammar Schools, to apply these names and utilize this interest in practising the branches of drawing whose names and first principles have been learnt in the Primary Schools; whilst in the High Schools the processes of drawing should be applied to some useful branch of industrial art, so that the pupil may realize that drawing is not an amusement, but a help towards the serious work of life,—a practical help, either to the active agencies which minister to the progress of society, or a practical preparation for the incidental duties which all will be called upon to perform, though it may be in a variety of ways. In the High Schools the pupils are old enough to be taught special subjects in drawing, but it is at present too often the case that they are ignorant of the elements of drawing, and are therefore unable to take up the advanced subjects. This will be remedied when the children who have been well taught in the classes below take their places in the High Schools, and we shall not see how very general is the ability to draw or how the practice improves the taste, until a younger generation than the present become High School scholars.

I have thought it advisable to dwell somewhat fully on this branch of the subject, because the teaching of drawing in the day schools is the most important step that can be taken towards the elevation of industrial art, and its introduction calls for more general action than has yet been taken.

NORMAL SCHOOLS.

From the examinations in drawing of the pupils in the Normal Schools, it is quite manifest that few of them receive instruction in drawing before entering the schools. As this is perhaps the only subject they will be required to teach which they have had little or no practice in before joining the Normal Schools, it might be advisable to give more time to it than to some others, to compensate for the deficiency. The Board of Education can hardly hope to see industrial drawing taught in all the schools, unless every graduate of the Normal Schools is made competent to teach it before graduation, and this competency cannot be acquired in the few hours given to its study for the one or two years of the Normal course. And yet it should be recognized that for every student of a Normal School who graduates without the ability to teach elementary drawing, there

will be a class-room in the State where the children are deprived of one branch of elementary instruction which the law says is necessary for their education.

To remedy this, and establish uniformity of attainment, there should be an examination for graduation in drawing as for every other subject required to be taught in the schools, and the subjects examined in should be,—

1. Freehand outline drawing and elementary design.
2. Model and object drawing from flat and solid.
3. Plane geometrical drawing.
4. Linear perspective by freehand and instruments.
5. Memory and dictation drawing.

The same examination papers to be used simultaneously in all the schools, and failure to obtain pass marks in the subjects to disqualify for graduation. The application of this test need not be made a hardship, for the students should have a year's notice given that such an examination will be held, and the papers should be not too difficult at first. Great progress has already been made in the systematizing of drawing in all the schools, and only such an additional step remains to be taken to put the subject in its right place, that of a very elementary branch of instruction which every teacher must know before the Normal Schools consider him qualified to teach in a Massachusetts school.

THE EXHIBITION OF DRAWINGS FROM THE FREE INDUSTRIAL EVENING CLASSES.

The exhibition was open four days instead of three, as in previous years, and was visited by a larger number of persons than in other years. By actual count there were 30,000 in two days, the numbers not being kept on the other two days.

A new feature was the display of drawings from the day schools, from several cities, in accordance with the invitation given by the Board. Much interest was felt in these drawings by the large body of teachers and others who examined them, and it is one of the strongest arguments for such displays that they enable the teachers to examine schemes and details of teaching of various kinds, without loss of time or expenditure of money.

I spend annually a considerable amount of time with special teachers of drawing, hearing their statements and advising with them concerning their work. A careful study of the annual exhibition of drawing by special and regular teachers would save much time, and the exhibition itself is a more valuable authority to consult than any person. Though it is costly to hold, even for the short time it is kept open, perhaps no other expenditure of the same amount of money; viz., \$500, would do as much good to the cause of art-education, or influence so many persons, or afford so many persons the opportunity of seeing its essentially practical character.

The report of the State Board of Examiners appointed to award marks of distinction to the best works in the exhibit of each city, was made and published at the time of the exhibition, giving full details of all awards made. I here reproduce a summary of the four exhibitions held since the Act of 1870 was passed. From this report will be seen how very uncertain seems the nature of the work done in the classes, Boston, Lowell, Taunton, Newton and Lawrence being the only cities which have exhibited their works four years in succession at the state exhibition.

BOARD OF EDUCATION.

[illegible]

13. Worcester, .	.	.	.	.	80	160	45	-	-	57	63	19	-	23	97	26	-	11	8	2	-	1	6	9	-
14. Chelsea, .	.	.	.	.	-	26	10	-	-	-	21	8	-	-	5	2	-	-	4	2	-	-	-	-	-
15. Haverhill, .	.	.	.	.	8	25	-	-	-	-	-	-	-	8	25	-	-	2	5	-	-	-	-	-	-
16. Lynn, .	.	.	.	.	8	8	35	-	-	3	1	13	-	5	7	22	-	4	1	4	-	2	-	-	-
17. Springfield, .	.	.	.	.	20	-	30	-	-	1	-	-	-	19	-	30	-	3	-	1	-	2	-	1	-
18. Gloucester, .	.	.	.	.	-	-	20	-	-	-	-	16	-	-	-	4	-	-	-	2	-	-	1	-	-
Total, .	.	.	.	.	612	1,209	1,537	3,082	-	215	529	666	2,160	397	680	871	922	90	113	100	86	27	30	45	27

* For the full Public School display, Honorable mention.

† These drawings arrived too late for exhibition.

‡ For the full display of Architectural and Mechanical drawings, Excellent.

OCCASIONAL DUTIES.

Though much of my time has been occupied in correspondence and conference with a large number of persons in various parts of the State, and the work connected with the Normal Art-School has been unprecedentedly onerous, I have had the opportunity of visiting and lecturing at several places, during the past year. Thus I have visited Danvers, Wilbraham, Williston, Lowell, Cambridge, Salem, Haydenville, Orleans and Orange, conferring with or addressing teachers or public meetings, or both, and repeating on a small scale what was my principal duty during the first two years of my service to the State. I have also visited for examination and instruction each of the State Normal Schools.

THE STATE NORMAL ART-SCHOOL.

But the great work of the past year performed by me has been the care and direction of the State Normal Art-School, comprising lecturing to the students, directing individually their studies, holding the examinations, and deciding on the value of the exercises weekly presented to me. The two removals of portions of the classes, first from 33 to 24 Pemberton Square, and from the latter to 28 School Street, with all the details and organization involved in the development and increase of an institution by one-third of its entire number of members in a year, have not diminished either the work or the responsibility of the director of that school. Two new classes have been organized, C and D, making, with classes A and B, previously in existence, the complete curriculum of the school, requiring four years of steady work to pass through, a time too short by many years for a student's pupilage in fine art, but giving, with diligence on his part, a fair introduction to the first principles of industrial art. In these first years of existence, the Normal Art-School cannot display either the character of its courses of study, or the skill of its instructors, for its students come to commence the study of art, rather than to perfect their knowledge. To understand its true position with regard to more than 90 per cent. of its pupils, we should imagine one of the State Normal Schools having for entering pupils, year by year, those who can neither read, write nor cipher; that would place it in general education

in a corresponding position to the one occupied by the Normal Art-School in art-education. This may seem a strong statement, but it is absolutely true; for out of the 600 students examined for admission to the school during the past three years, there have not been ten whose drawing of a simple geometric solid was true in form, and I have every paper yet worked ready at hand to verify the statement. Let critics who may know what the word normal means applied to a school, remember this condition of things when impatient of immediate results from the establishment of the school. And when it is remembered that for the accommodation of our 300 students, we have not as much room as there is on any one floor of any other Normal School building in the State, it will be seen that even other circumstances are not particularly favorable. Nevertheless, the premises now occupied on School Street are such an infinite improvement on the past, that we are strengthened to hope for the future. It has been the task of the present officers to show, as pioneers, what *may* be done; it will be the more fortunate prerogative of their successors to accomplish this ideal of the future, what *should* be done. It has been found necessary to impose a small subscription of twenty dollars a year on the students, because of the expenses of the school; this is not deemed to be necessary in any of the other State Normal Schools (except to a nominal extent), and I trust that as soon as the legislature provides a rent-free building in which to conduct the school, it will be as free as other state schools are to the citizens of Massachusetts, whatever may be charged to non-citizens.

The appropriation for casts for the new classes will confer additional opportunities of advanced instruction on the students who continue their studies for several years, and when one student has graduated after a four years' course we shall see the living similitude of an art-master in our midst, only needing a quarter of a century's practice in teaching what he has learnt, and further study of it, to know as much about art-education as the average Grammar School master knows about general education. This should encourage the art-student to commence his studies early, if he desires to arrive at a fair amount of knowledge on this side of the grave.

The near approach of the Centennial Exhibition suggests the remark that the courses of study pursued in the Public Schools

of this State, as well as of the Normal Art-School, will give the world an opportunity of informing us what is thought of our educational efforts. This will be a practical convenience to many whose knowledge of the subject does not enable them to arrive at reliable conclusions, and whose minds are occasionally disturbed by a cloud of local witnesses, having their judgments warped by being of homely experience alone. The cultivated critics of the Old World, having had very favorable opportunities to study the subject of art-education, will confer much satisfaction upon us by offering their opinion on the work in industrial art-instruction now being carried on in Massachusetts, remembering that it will be less than five years old when the judgment is delivered. And whatever may be the verdict, we must remember that in competition with the world, though we are tried by competent judges, we must be judged only with those who are our equals in experience. It may not be exactly the intention, nor will it be for long the exclusive privilege, of Massachusetts to provide the teachers of industrial art for the rest of the continent; but it is nevertheless a fact, that there are but few of the States, and fewer Provinces of North America, who have not received either impulse and inspiration, or living teachers of art, from the Massachusetts Normal Art-School. Perhaps this is not antagonistic to the instincts of her most public-spirited citizens; but if it be so, the burden must soon be shared by other States, such as New York, Pennsylvania, and even California, who are already active in imitation of the artistic enterprise of Massachusetts, the home of my pioneer fellow-countrymen, the Pilgrim Fathers.

Respectfully submitted.

WALTER SMITH.

MASSACHUSETTS NORMAL ART-SCHOOL—1875.

Results of Examination for Diploma A—ELEMENTARY DRAWING.

[Value of Marks:—Full marks, 100; pass marks, from 50 to 70; good marks, from 70 to 90; excellent marks, 90 to 100.]

Number.	MONOGRAM.	Total number of marks.	Diploma drawings.†	Geometrical drawing.	Perspective practice.	Perspective theory.	Orthographic projection and machine drawing.	Isometric projection and projection of shadows.	Architectural drawing.	Model and object drawing.	Memory drawing.	Dictation drawing.	Historical ornament.	Color.	Diploma.
1	Z. T. 14,	992	G	81 G	90 E	96 E	93 E	80 G	77 G	90 E	95 E	95 E	95 E	100 E	Diploma.
2	N. B. 93,	981	E	88 G	100 E	92 E	100 E	87 G	99 E	90 E	80 G	90 E	90 E	65 P	Diploma.
3	B. R. 54,	973	-	*58 P	*80 G	*86 G	90 E	100 E	99 E	*90 E	*90 E	*95 E	*90 E	*95 E	Diploma.
4	U. R. G. 19,	972	G	90 E	100 E	74 G	85 G	93 E	84 G	90 E	80 G	90 E	80 G	90 E	Diploma.
5	F. B. 74,	971	E	100 E	100 E	78 G	100 E	98 E	100 E	95 E	95 E	90 E	75 G	65 P	Diploma.
6	L. T. 20,	963	E	82 G	100 E	78 G	95 E	98 E	*95 E	90 E	65 P	*70 G	90 E	70 G	Diploma.
7	E. C. 20,	947	G	*92 E	*80 P	*88 G	*95 E	*82 G	*95 E	90 E	*80 G	90 E	90 E	85 G	Diploma.
8	K. Q. 25,	930	E	92 E	50 P	94 E	93 E	96 E	100 E	90 E	90 E	95 E	60 P	70 G	Diploma.
9	K. P. 41,	910	E	82 G	80 G	100 E	95 E	88 G	96 E	90 E	85 G	80 G	80 G	60 P	Diploma.
10	V. M. 33,	901	G	84 G	80 G	90 E	85 E	86 G	96 P	90 E	55 P	80 E	80 G	90 E	Diploma.
11	S. W. 21,	901	G	72 G	90 E	92 E	98 E	86 G	69 P	70 G	70 G	75 G	90 E	60 P	Diploma.
12	G. P. 47,	897	-	88 G	100 E	74 G	95 E	95 E	72 G	90 E	70 G	90 E	73 G	50 P	Diploma.
13	W. N. 53,	891	-	90 G	100 E	84 G	93 E	79 G	77 G	80 G	75 G	90 E	50 P	80 G	Diploma.
14	W. W. 44,	878	-	80 G	90 E	70 G	83 G	78 G	65 P	95 E	80 G	90 E	85 G	70 G	Diploma.
15	F. A. 24,	869	-	78 P	100 E	90 E	90 E	66 P	75 G	95 E	90 E	90 E	85 G	80 G	Diploma.
16	U. R. 50,	867	G	50 P	70 G	96 E	50 P	68 P	75 G	90 E	80 G	80 G	50 P	80 G	Diploma.
17	G. W. 41,	865	E	72 G	100 E	90 E	75 G	80 G	75 G	*60 P	*70 G	85 G	85 G	80 G	Diploma.
18	D. M. 74,	865	E	94 E	100 E	76 G	98 E	80 G	72 G	80 G	50 P	90 E	75 G	80 G	Diploma.
19	M. A. 39,	864	-	84 G	80 G	80 G	80 G	76 G	89 G	80 G	50 P	90 E	75 G	80 G	Diploma.

* Passed in 1874.

† E for excellent; G for good; P for pass.

Results of Examination for Diploma A—Continued.

Number.	MONOGRAM.	Total number of marks.	Diploma drawings†	Geometrical drawing.	Perspective practice.	Perspective theory.	Orthographic projection and machine drawing.	Isometric projection and proportion of shadows.	Architectural drawing.	Model and object drawing.	Memory drawing.	Dictation drawing.	Historical ornament.	Color.	Diploma.
20	L. M. 63,	845	E	*96	*80	*78	95	*54	*67	*65	*70	90	65	85	Diploma.
21	E. W. 76,	838	-	72	80	86	75	79	68	95	70	85	80	50	-
22	E. H. 30,	825	G	72	50	92	90	62	74	90	50	80	80	85	Diploma.
23	P. C. 53,	824	G	68	50	*70	95	66	*90	*75	*60	*70	80	*100	Diploma.
24	K. W. 28,	821	-	66	100	72	*65	100	88	90	90	90	65	65	Diploma.
25	P. S. 13,	812	G	96	50	*50	*60	59	69	*65	*85	*50	*75	*73	Diploma.
26	A. I. 21,	807	-	60	50	64	75	61	98	90	80	90	90	80	-
27	H. C. 63,	803	E	74	50	80	95	65	98	65	60	90	70	60	Diploma.
28	S. K. 64,	795	E	56	90	82	58	65	84	*65	*65	*95	75	60	-
29	O. H. 52,	786	-	*52	*50	*77	*61	*81	*65	90	50	85	85	90	-
30	A. O. 53,	782	-	54	50	74	98	62	54	95	80	90	75	50	-
31	C. D. 56,	776	-	50	50	70	80	68	88	85	90	85	80	60	-
32	A. L. 41,	773	P	66	50	88	78	59	75	65	50	90	70	70	-
33	F. V. 55,	757	-	58	50	76	63	51	50	90	95	75	70	95	Diploma.
34	O. a. 1,	751	-	72	75	*56	83	50	*56	*65	*100	*55	*85	*58	Diploma.
35	O. V. 19,	754	-	52	70	68	58	65	66	70	85	80	65	75	-
36	N. Y. 47,	753	E	60	75	*67	78	*61	72	*65	*80	55	65	*75	Diploma.
37	A. Z. 44,	751	-	90	70	82	88	67	54	70	70	60	50	50	-
38	B. W. 75,	747	-	90	95	61	75	71	58	85	50	70	60	70	-
39	J. L. 30,	736	G	*56	*50	72	55	75	93	*50	65	80	60	50	Diploma.
40	S. B. 40,	734	-	78	*50	*70	50	88	*50	*50	*82	*70	*60	*83	Diploma.
41	H. E. 71,	706	G	*50	*50	*74	50	66	77	*55	*60	*55	80	70	Diploma.
42	F. P. 79,	696	P	50	50	78	65	66	89	55	50	65	70	70	Diploma.
43	L. G. 21,	693	-	52	50	76	65	74	66	65	55	50	50	90	-
44	G. M. 48,	692	-	72	60	81	55	50	51	75	80	50	50	75	Diploma.
45	L. R. 76,	681	G	50	50	74	80	56	69	85	50	50	50	60	Diploma.
46	I. W. 37,	668	G	68	50	76	80	51	58	70	50	55	50	60	Diploma.
47	H. C. 14,	619	G	52	50	74	73	57	53	*50	50	*50	50	60	Diploma.

6.	XX,	9,
48	A B	23,
49	E B	49,
50	H L	46,
51	Q X	76,
52	Q C	3 B,
53	A E	59,
54	M P	46,
55	M J	9 ⁵ ,
56	G H	12,
57	Z H	65,
58	M P	60,
59	B W	97,
60	L E	48,
61	K C	26,
62	P H	59,
63	M A	E 70,
64	W E	55,
65	A F	56,
66	S P	12,
67	J T	45,
68	R U	25,
69	F K	97,
70	A Z	90,
71	C S	51,
72	T 23,	
73	K I	49,
74	G A	53,
75	G C	45,
76	K K	23,
77	A S	31,
78	F S	66,
79	M B	83,
80	E H	24,
81	G B	21,
82	V C	37,
83	D G	W 54,
84	A W	25,
85	N O	41,
86		

† E for excellent; G for good; P for pass.

* Passed in 1874.

Results of Examination for Diploma A—Concluded.

Number.	MONOGRAM.	Total number of marks.	Diploma drawings. [†]	Geometrical drawing.	Perspective practice.	Perspective theory.	Orthographic projection and machine drawing.	Isometric projection and projection of shadows.	Architectural drawing.	Model and object drawing.	Memory drawing.	Dictation drawing.	Historical ornament.	Color.	Diploma.
87	A Z 19,	90	—	84 G	—	—	—	—	—	90 E	—	—	—	—	—
88	R I,	84	—	—	—	—	—	—	—	—	—	—	—	—	—
88	B B 33,	80	—	—	—	—	—	—	—	80 G	—	—	—	—	—
89	B P 29,	80	—	—	—	—	—	—	—	55 P	—	—	—	—	—
90	Q P 29,	80	—	—	—	—	—	—	—	80 G	—	—	—	—	—
91	A L 34,	80	—	—	—	—	—	—	—	75 G	—	—	—	—	—
92	K L 21,	75	—	—	—	—	—	—	—	60 P	—	—	—	—	—
93	W W 33,	60	—	—	—	—	—	—	—	50 P	—	—	—	—	—
94	R M 95,	50	—	—	—	—	—	—	—	—	—	—	—	—	—
95	A B 76,	19	—	—	—	—	—	19 F	—	—	—	—	—	—	—
<i>Passed in 1874.</i>															
96	C A 32,	901	E	88 G	100 E	98 E	88 G	100 E	84 G	70 G	60 P	75 G	50 P	88 G	Diploma.
97	A X 44,	858	—	72 G	90 E	90 E	72 G	71 G	50 P	85 P	75 G	90 E	75 G	78 G	Diploma.
98	E M 94,	778	—	64 P	50 P	72 G	64 P	52 P	81 G	55 P	75 G	90 E	50 P	100 E	Diploma.
99	W T 65,	776	—	76 P	50 P	74 G	92 E	69 P	75 G	60 P	75 G	55 P	50 P	100 E	Diploma.
100	C T 62,	765	—	62 P	50 P	76 G	64 P	50 P	78 G	65 P	95 E	75 G	50 P	100 E	Diploma.
101	L S 71,	756	G	84 G	50 P	80 G	64 P	62 P	91 E	50 P	75 E	50 P	50 P	100 E	Diploma.
102	B Y 92,	755	G	50 P	92 E	54 P	72 G	82 G	95 E	60 P	75 G	50 P	75 G	50 P	Diploma.
103	M P 61,	749	E	76 G	50 P	78 G	72 G	68 P	83 G	60 P	60 P	60 P	50 P	92 E	Diploma.

E for excellent; G for good; P for pass.

A. A. MINER, *Chairman Board of Visitors.*
WALTER SMITH, *Examiner.*

JUNE 22, 1875.

REPORTS OF AGENTS.

REPORT OF JOHN KNEELAND.

Gentlemen of the Board of Education.

I entered upon the duties assigned to your agents as early in September as opportunities offered, and have visited, in twenty-one towns and cities, one hundred and thirty-three schools. Excepting in a few instances, I spent in each school from one to two hours. I listened to recitations, inquired into the methods of teaching generally followed, ascertained the circumstances affecting the character of the school, made suggestions, and very frequently conducted exercises. It gives me pleasure to state that in all cases I was cordially welcomed by committees and teachers, and that facilities were very generally afforded me for the prosecution of my work. Wherever it was practicable, I met the people in the evening, and had a talk with them upon educational subjects; and on several occasions, met the teachers to discuss with them educational methods. In some instances I made, by invitation, a second visit to towns for these purposes. The expressions of opinions that have come to me, lead me to think that the action of the Board in providing for a more systematic visiting of the towns, in the interests of education, meets with great favor.

My previous knowledge of the schools led me to the conclusion that our system of education was still defective in its elementary departments. It was easy to point out Primary Schools, in some of our cities and towns, wisely managed and intelligently taught. But, on the whole, it was quite apparent that teachers were not selected for such schools because of any special fitness on their part for doing the work demanded; and that they failed, for want of knowledge and skill, to reach the best results. I determined, therefore, to give a full share of attention to the elementary schools and classes. When it is considered that a

very large portion of the young get no more school education than these afford, and that the character of the advanced schools depends largely upon the thoroughness with which the work of the lower grades is done, the importance of the elementary schools becomes manifest.

Much difference was found in the condition of the schools in the various towns visited. The High Schools generally are well conducted, and the methods of instruction adopted are to be commended. In some instances, care enough had not been exercised in the admission of candidates, and the bad results of imperfect classification were painfully visible. But, on the whole, these schools are an honor to the towns, and are having a beneficial effect upon the schools below.

In some of the villages of the larger towns an excellent system of graded schools prevails. The grammar grades are, however, generally better taught than the grades below. In only two or three instances did I find first-class Primary Schools, though several might be mentioned as very fair schools. In the Primary Schools, and in the primary work of the ungraded schools, more than one-half of the teachers that came under my observation are following the old methods, long ago discarded by advanced educators. The little ones are taught the names of the letters by a slow and most uninteresting process, and to spell out their words in their first attempts at reading, as though the naming of the letters were suggestive of the correct pronunciation of the words they compose. The style of reading found in such schools is without expression or naturalness. The elementary instruction in arithmetic is generally better than that in other subjects; but in some schools, this also is of a very poor quality. The difficulty seems to be, that the teachers do not take in the idea of education in its reference to the scholars, but rather as having some supposed relation to the text-books. Consequently, rational and effective methods of teaching are not reached.

The question arises, Why this deficiency in the Primary Schools? It is not because of intellectual inferiority on the part of the teachers. Many of these are the best scholars that the High Schools graduate. They are bright, energetic, winning; and they control well their schools. But they are without any training in the recognition of the objects to be aimed at in

teaching, or in any understanding of the processes by which these objects are to be gained. They need only this training to become successful teachers.

Another question naturally follows: Why do not committees obtain teachers who have not only the proper literary qualifications, but the requisite training? Because such teachers cannot be found in sufficient numbers. There is not a supply of properly prepared teachers, nor anything near a supply, for the ungraded and the elementary schools. Cities and large towns, able to pay good salaries, can have the best graduates of the Normal Schools, and the most experienced teachers. The smaller towns are left to do the best they can with the smaller means at their disposal. The testimony of the committees seems to be, that they get as good results from the best graduates of their High Schools as from such Normal graduates as they have from time to time tried; and the reason is obvious. But these committees understand very well that their High School graduates would make far more effective teachers, could they have some training for the special work of the school-room.

Besides the unfamiliarity with educational processes, there is found in ungraded schools, on the part of many teachers, a want of skill in classifying the scholars and laying out their work. Very few seem to understand how much can be accomplished by general exercises, or by the combining of two or more classes for special purposes. The management of an ungraded school is an art in itself, and one in which special instruction cannot fail of being highly advantageous to the teachers.

I am so strongly impressed with the great want of a supply of teachers trained in methods of teaching, and of school management, that I cannot refrain from suggesting that something more should be done in this direction than the Normal Schools are now doing. Could there be organized in connection with these schools, or in other localities, training-classes, to which those possessing the required literary qualifications might be admitted for the sole purpose of being taught methods of managing and teaching elementary and ungraded schools, and trained in the application of the principles involved, I am convinced that there would soon be a great improvement in

these classes of schools. The course of study and training need not, perhaps, be extended beyond a single term. .

In only a few of the towns I have visited, is there any attempt in the schools to teach drawing. The committees, however, are turning their attention to this subject; and in some of these towns, arrangements will soon be made for regular instruction in this important branch of school study.

JOHN KNEELAND.

Boston, January 1, 1876.

REPORT OF E. A. HUBBARD.

To the Board of Education.

GENTLEMEN :—It is only about four months since I entered upon the work assigned me by your Board, and it is not my purpose to make an extended report.

I have visited about twenty towns and cities in my section, some of them to make arrangements for Institutes or to give lectures, more than once. In some of the towns, I have visited nearly all the schools ; in others, only a portion of them. I have attended six Institutes in the five western counties, giving an evening lecture in three of them, and instruction in all of them, and I have visited three of the State Normal Schools, that I might learn something of the character of their work, and be entitled to an opinion of their merits. The school committees have generally received me cordially, and have done what they could to promote the object of my visit ; but as the Board has not before had any agent in a portion of my section, some have hardly known in what way they could make my services most available, though ready to enter heartily into any plan that seemed to promise good results. They have accompanied me to the schools, sometimes inviting others to join us ; have often put the classes into my hands, or have called out special classes which they desired to have me drill. They have called the teachers together upon an afternoon or an evening for a conference with me, and sometimes urged me to speak to the people. I may have misjudged, but it has seemed to me that, to work in the schools with the classes, and the teachers, is better than to observe simply, and make a note of my observations. If a school is not well taught, making a note of it, and reporting it to your Board, would not improve the teaching. On the other hand, if it is well taught, reporting the fact would not

make the school still better, though such a report would be encouraging.

I have therefore regarded my work in the schools and with the teachers, as the best part of my work,—better than formal lectures to teachers or to the people. The teachers, for the most part, have seemed to enjoy these informal meetings; have been ready to ask questions, to enter into a discussion of principles, to receive suggestions, and not unfrequently, to name some subject that they wish me to unfold, or some exercise that they wish me to conduct in their schools.

There is a marked difference in the schools of different towns. In some towns I find good school-houses, convenient, well supplied with globes, maps, books of reference, etc., etc., well educated teachers and an interested committee; while in others, unsuitable houses, entirely destitute of the helps requisite for successful teaching, teachers without professional, and with hardly a general education, and with very little supervision. Some of the schools are such as a town may well be proud of, while others ought to satisfy the most ardent admirer of the district school of fifty years ago.

My observations cover so little space, and so limited a time, that I have hardly a right to generalize, but if I may be pardoned for doing it, I would say, that while I think there is much truth in the common remark, "As is the teacher so is the school." I think this is also true,—as are the school committees of the town, so are the schools of the town.

Respectfully submitted.

E. A. HUBBARD.

SPRINGFIELD, January 20, 1876.

REPORT OF GEO. A. WALTON.

To the Board of Education :

In compliance with your request, I submit an abstract of my work as Agent of the Board to date, together with a statement in brief of my impressions of the schools visited and of their demands.

ABSTRACT OF WORK.

During the year I have visited 382 schools, in 67 towns and cities. In nearly all, I have witnessed exercises conducted by the teachers ; have myself, as heretofore, given exercises with a view to illustrating right methods of teaching, and in the large majority, have made brief addresses to the children. I have given sixty public addresses to citizens and teachers, chiefly on the rights and duties of children and of parents, and on methods of teaching and school management. These have generally been given in the evening ; but occasionally the meetings of teachers have continued through a half-day or an entire day. In addition to the above, I have, in connection with Mr. E. A. Hubbard, Agent for northern Worcester, arranged for, and conducted five Teachers' Institutes,—one in Berkshire County, one in Franklin, two in Hampshire, and one in Worcester, and have made arrangements for one to be held in Hampden.

It is gratifying to note the kindly interest manifested by all immediately concerned with my work, both in connection with the schools and with the Institutes. My ordinary evening audiences have averaged from 80 to 100 persons ; those at the Institutes, upwards of 200, while the attendance of actual teachers and school officers upon the day exercises of the Institutes, has reached an average of 120.

SIGNS OF PROGRESS.

Education is an acquisition, not an inheritance ; it is a great achievement for each succeeding generation to attain to the culture of a former ; we need not, then, be surprised if great progress is not evident from year to year. Yet there are signs of advancement ; new and better school-houses are built ; repairs are made upon the old ; furnishings are better than formerly ; better means are employed for heating ; more care is bestowed upon the lighting ; and, in most instances, where new houses are building, some attempt is made at ventilation.

Many schools are furnished with some simple apparatus ; blackboards are more ample, and better prepared ; there is improvement in text-books, and much time is bestowed upon their examination and selection. Considerable attention is paid, especially in the larger towns, to grading and to courses of study. The demand for better teachers is greater each year ; the wages, too, of really good teachers are rapidly advancing.

There is much to commend in the schools in general, and very much in particular instances ; in some, the course of study includes drawing and music, with physiology and the elements of botany, while a rational method is pursued in teaching these and all the other branches.

In the town of Peru, I visited a District School of ten or twelve children, so exceptionally well appointed for its grade, as to be worthy of special mention ; the house is small, but ample ; it is pleasantly situated upon a hillside overlooking a beautiful meadow ; it is plain and inexpensive, but neat and attractive ; it is well seated ; the windows are curtained ; the wainscoting, walls and ceiling are harmonious in their coloring ; plants are on the table ; pictures adorn the walls not occupied by maps and blackboards. I visited another in West Springfield, of twenty or thirty pupils, which, in addition to all that is named above, was supplied with leaves, plants and minerals for teaching the elements of botany and mineralogy, with cards and charts for drawing, with charts for numerical operations, etc., etc. When to these, and similar appliances, can be added such tact and experience, such intelligence and culture as presided over these schools, no matter what the expense, if it were many fold the cost of these, it is but a feather's weight

in comparison with the blessing it confers upon the children under its influence.

I am sometimes greatly encouraged by witnessing in some of the important particulars enumerated above, the results of my own personal labors ; it would be gratifying if they could be more abundantly manifest.

SCHOOL SUPERVISION.

The most apparent want of the schools, is proper supervision ; the office of school committee is often bestowed—not unfrequently, indeed, forced—upon those who confess their inability to perform its duties ; they have neither the time nor the requisite knowledge. The result in many instances is, that school-houses are badly arranged and poorly furnished ; the necessary appliances for teaching, as reference-books, globes, etc., are wholly wanting ; teachers are frequently changed, as likely for the worse as for the better ; text-books are unnecessarily multiplied, and classes correspondingly ; no improvement is attempted in the course of study ; it is left to the option of the teacher to arrange his own, or work with none ; obsolete things are taught ; traditional methods are pursued ; branches demanded by the times, and even required by statute, are utterly ignored ; natural and rational methods of teaching are discountenanced ; and quite often is committed to the hands of the merest novice the interest paramount to all others in the community,—the education of the children.

DISTRICT SYSTEM.

Many of these evils are greatly aggravated by the operation of the district system, under which a considerable number of the schools in the western section of the State are still laboring. If under this system commodious school-houses, well lighted, and furnished with proper means of heating and ventilation, could be secured ; if such buildings could be suitably located, and properly inclosed and surrounded ; if under this system the needed out-buildings could be properly arranged and kept from that almost uniform defilement which renders them a moral pest to a school and a lasting shame and disgrace to a civilized community ; if under this system the school-room could be supplied with abundance of well arranged and properly prepared

slate or plaster tables,—with crayons, indexes, and erasers, instead of the meagre, ill arranged, poorly prepared and crumbling patches of dingy wall, and bits of gray and greasy boards misnamed *blackboards*, with flinty chalk, not even a stick for an index, and bits of papers for erasers, found in so many school-rooms; if under this system the schools could be spared the constant influx of untrained, inexperienced, uncultured, and immature persons, always ready, for one reason or another, to try “keeping school”; if under this system the evils liable to exist under any system could be avoided, it might well be perpetuated; but with little or nothing of consideration in its favor, with a troop of evils attendant upon it, with many peculiarly incident to its existence, it would seem that it should be abolished at once, and forever, by legislative enactment.

EXAMINATION OF TEACHERS.

Even with the abolition of this system, some additional means for improving the schools seem quite necessary. The character of the school buildings is likely to continue to improve in the future, as it has done in the past, under the town system; so of the appurtenances of the school-room. But for a good school the chief requisite is good teaching. This can result only from better preparation on the part of teachers, and greater discrimination in their examination and selection; something similar to the plan adopted in most other States (referred to by Mr. Phipps in his report of last year), would conduce to this end. From an extended acquaintance with the opinions of school committees in this part of the State, I am sure they would be glad to be relieved, in part at least, of the responsibility of making the examination, and certifying to the literary and other qualifications of candidates for teaching. Some plan should be devised for avoiding the local influences which at present, to a great extent, bias the approval of teachers, and for giving to candidates for the office, motives to become better qualified for its responsible duties.

SCHOOL SUPERINTENDENTS.

But the most evident means for elevating the schools, is to employ one person, familiar with the science of teaching, to

superintend the schools ; and commit their interests to his hands with pretty full powers, subject to conditions imposed and enforced by a school committee composed of the best citizens of the community. From an observation of the work of superintendents in small towns as well as in large towns and cities, it is my firm conviction that the more fully the supervision of the schools is intrusted to one person having the proper qualifications, the greater is the efficiency of the schools. An inspection of the schools of Springfield, of Adams, of Pittsfield, of Holyoke, of Northampton, of Blandford (under Mrs. Robinson), or of other towns, as Greenfield, Longmeadow, Warwick, Middlefield, Williamstown, which, though not nominally under superintendents, have been greatly influenced by some one mind,—an inspection of these and others similarly fortunate, would convince the most incredulous of the superiority of individual supervision.

TEACHERS' INSTITUTES.

Nothing short of the full course of a Normal or Training School should be deemed a sufficient prerequisite for teaching ; but since such a requirement is evidently impracticable, it seems desirable that every facility should be given to teachers to attend Teachers' Institutes and other associations held within convenient distance, for their improvement. I am led to make this suggestion from knowing that teachers are sometimes required to make up the time lost to the school while attending upon such gatherings.

As at present conducted, and held as they are for but two days, the Institutes are quite generally thought to affect the schools favorably. I am fully persuaded of the utility and practicability of holding Institutes for longer periods, say for four or five weeks, with a more effective plan of organization and teaching, as suggested in a former report.

Respectfully submitted.

GEO. A. WALTON,
Agent for Western Counties.

REPORT OF A. J. PHIPPS.

Gentlemen of the Board of Education :

In presenting my annual report, I shall treat of those subjects only most intimately connected with the specific and prescribed duties of the Agents ; and in doing this, my report, as in former years, must be of a much more *general* character than I would prefer, as the copious notes of my record of visits, etc., would enable me to present a detailed one. As the relation of the Board and its officers to the Public Schools of the State, with the exception of the Normal Schools, is merely *advisory*, I have designedly withheld from my published reports any statements or strictures which might possibly create ill feeling or hostility, without resulting in any good. Such faults in teaching, and in everything relating to the internal working and efficiency of the schools, as I observe, I always speak of to the teachers and to the school committees, who alone can remedy them ; and deficiencies resulting from other causes, which can be remedied only by the parents and citizens, I do not fail to present earnestly and faithfully in my public addresses. Without any intimation from the Board with regard to the character of the report to be submitted to it, I have been guided by my judgment, based on the view presented above, and shall be glad to receive from it definite instructions on this subject.

In the earlier part of the year, and previous to the appointment of an additional number of Agents, and the assignment to each Agent of a limited portion of the State, my visits were not confined to any particular section, it seeming to be the duty of the General Agent to go "anywhen, and anywhere," as the necessities of the case and special invitations required, excepting to the western counties, which had been assigned to Mr. Walton, the only other Visiting Agent previous to the recent appointment of Messrs. Hubbard and Kneeland. Subsequently

to this assignment of territory, my labors have been mostly confined to the "Old Colony," and more especially, thus far, to Barnstable County. Beginning at Provincetown, I have visited every town in the county except Mashpee, and with one or two exceptions have given from one to three public lectures in each of them. In a majority of these towns, I have visited nearly all the schools, and in about half of them every school. Many of these cape towns embrace a very large area, and in several of them, as Barnstable, Sandwich, Harwich and others, there are numerous villages, each expecting a visit from the Agent. To meet this expectation has required, in numerous instances, that several days be spent in a single town, not always consecutively, for sometimes intervening engagements have called me away, and this has rendered necessary other visits to the same town, thus consuming much time in travelling, etc., so that the number of towns visited is by no means an index of the visits made to them, or of the time spent in these visits. Neither can the work of the Agent be properly understood and appreciated from a mere statistical report of the number of miles travelled, towns and schools visited, public lectures given, scholars addressed, and items of this nature, which often lead to an erroneous estimate, favorable or otherwise, of services rendered. I will, however, briefly say that I have during the year visited sixty-eight different towns and cities, in eight of the counties; have arranged for, and had the management of, two Teachers' Institutes; have, by special invitation, delivered addresses at the dedication of four school-houses,—in Taunton, Acushnet, Winchester, and in a neighboring State; have participated in the annual meetings of three County Associations of teachers, at one of them (Dukes) spending two days, and giving three lectures; have attended most of the semi-annual examinations of the three Normal Schools in the eastern part of the State at the close of their terms, and, by request of the Visitors, several of the preliminary examinations of applicants to enter them at the beginning of the terms. I have also frequently visited Private Schools of every grade, and Academies, sometimes by invitation as an examiner, with the object, in part, of comparing them in their methods of teaching and results with our Public Schools, and, in part, also, of removing the erroneous impression that has

existed in the minds of many of hostility to private institutions on the part of the State Board of Education and its executive officers.

The prominent objects contemplated by my visits to the towns have been in compliance with the requirements of the statute, and in accordance with the usage of past years, as follows:—

1. *To confer with teachers*,—to observe their methods of teaching and of disciplining their schools, and, when necessary, to suggest better methods; to assist them in a better classification of their schools; to counsel them in their perplexities, and, in manifold ways, in their own school-rooms, and when, as often, they are all convened to meet me, to render them such aid as may contribute to their greater success in their vocation. Excellences are commended, deficiencies are pointed out, and ways of improvement suggested; and, by the repeated acknowledgment of many teachers, such visits have proved very acceptable and beneficial to them.

2. *To confer with school committees*, who avail themselves of the opportunity to get advice and information from one whom they know to be professionally trained as an educator, and an expert in matters which often give them much perplexity, relating (1) to the *school laws*, some of which they do not clearly understand, and do not know how to carry out so as most efficiently to meet their demands; (2) to *school buildings*, in respect to the location, size, heating, ventilating, etc., of contemplated new buildings, and remedying existing faults in the remodelling of old ones; (3) to *school furnishings*, including desks and seats, blackboards, wall maps, books of reference, apparatus, etc.; (4) to *the best modes of examining teachers, and of superintending and inspecting the schools*,—and to numerous other subjects in respect to which they reasonably presume that from the experience and observation of one who has devoted many years to practical education, in all its relations, they may derive much information that will aid them in the often difficult and embarrassing duties devolved upon them.

3. *To visit schools*, not only to confer with teachers for purposes suggested under the first topic, but also to see the children, to judge of their proficiency, their characters and habits, etc., so far as a brief visit will enable me to, and to

give them a few words of commendation or reproof as the circumstances may justify, and of counsel and encouragement, stimulating them to higher intellectual and moral attainments. In such visits, sometimes necessarily brief, frequently continued through a half-day's session, both teachers and pupils in the schools visited, almost without exception manifest much pleasure, and the examination of classes followed by criticisms and suggestions, and the brief address before leaving, are thought to be very beneficial. Generally, some member of the school committee, and frequently several members, accompany me in these visits.

4. *To give public lectures.* It is not possible always to make arrangements for a lecture in connection with a visit to the schools, but it is done whenever practicable. The visits to the schools during the day, and the previous careful examination of the school statistics of the towns visited, with such information as may be gleaned from intercourse with the committee, teachers and citizens, afford material for the evening's talk, though sometimes a carefully prepared lecture on some leading educational topic follows a brief extempore address relating to these local circumstances. It is a very gratifying fact that in almost every place where such a public service has been rendered, it has apparently been highly appreciated, and requests have been made for another similar visit.

5. *To select places for holding Institutes,* and to interest committees and teachers in neighboring towns in the proposed Institute, when the place for holding one has been decided upon. The preliminary arrangements for a Teachers' Institute require much time and labor, which are seldom apparent. Often several visits have to be made to the same town before it is decided to hold an Institute there, and afterwards to see that all the local arrangements are perfected. Besides this, the Institutes are to be advertised in several papers; posters and circulars are to be written, printed and sent off; railroad officials are to be seen with reference to free return passes; lecturers are to be personally visited or written to; and other similar duties to be performed, followed by constant attendance upon the Institute while it is in session, to register the names, to see that every exercise is ready at the proper time, to issue free return tickets, etc.,—all of which requires much time which the Agent

might otherwise give to visiting a larger number of towns for the purposes named under the four preceding topics. In this connection, I will say, that most of the Institutes held this year have been in the western and central counties, and have been arranged for, and conducted by, Messrs. Walton and Hubbard. For several years previously, the arrangements were made for all the Institutes by myself, but it was thought best that under the present arrangement the several Agents should arrange for them in the counties assigned to them. The Institutes at Orleans, in Barnstable County, and in Lexington, in Middlesex County, are the only ones for which I made the arrangements, and detailed statements of these will be found in the Secretary's report.

The great object contemplated in these varied services, has been to awaken, or increase, the interest of the people in what relates to the welfare and improvement of the schools.

As my work, of late, has been chiefly in Barnstable County, I will speak more particularly of the state of education in that part of the State. There is, perhaps, no county in the State, that, considering its valuation and other circumstances, has made more progress of late years in educational matters, at least in several respects, than Barnstable County. In the percentage of valuation appropriated for Public Schools, which is one of the surest evidences of the interest felt in education, this county takes the lead of all the others, and has done so for the last four years. While Suffolk appropriated in 1874-5 less than two mills to the dollar, and Middlesex less than three, Barnstable appropriated more than four. In the "average attendance" of children at the Public Schools, it holds the second place in the counties of the State, being excelled, by a very slight fraction only, by Middlesex County.

There has been, of late years, a very great improvement in nearly every town in the county in school buildings and furnishings. There are no very expensive or showy school-houses on the Cape; but most of those recently erected are substantial, well-constructed buildings, pleasantly situated, well lighted, and frequently, but not always, I regret to say, furnished with all the necessary conveniences of a school, both internally and externally. The abolishment of the "District System" is the principal cause of this great improvement in school buildings.

In Falmouth, for instance, immediately on the abandonment of the district system, a long stride was taken in the right direction. Four new school-houses were built in different sections of the town, patterns of architectural proportion, ornaments to the villages in which they are located, each upon a suitable spacious lot, and instead of eighteen schools, as they had before, "many of them feeble and sickly," numbering from five to ten or twelve pupils, they now have twelve schools, none too large, four graded,—two Grammar, two Primary,—and eight mixed. The contrast between the condition of the schools in my previous visits to them a few years since, and in a recent visit, is equally great. There is a higher grade of scholarship throughout the town, and evidence, generally, of an increased interest on the part of all concerned. Nor is this an exceptional case. A similar improvement is visible in the school-houses of Chatham. Only a few years since, some of its school buildings were in the highest degree discreditable to any civilized people. Their outward aspect was the most promising feature. Fully to appreciate their unfitness for school purposes, an inside view was necessary. The patched panes of glass, the rents in the floors, the jack-knife carvings upon the benches, the smoked and broken ceilings, and the music of the creaking seats, reminded one of Whittier's graphic description of the school-house of his early days,—

"Within, the master's desk is seen,
Deep-scarred with raps official;
The warping floor, the battered seats,
The jack-knife's carved initial," etc.

Such was the acknowledged condition of their buildings up to a very recent period. In 1868, '69 and '70, the selectmen credited the town with the sale of four school-houses, having an average value of \$41.34, and in 1870, "by sale of school-house lot, \$1." In 1869 a very excellent building was erected at the Center, for the accommodation of four graded schools, which I recently found in excellent condition, which, with the land, cost nearly \$4,000. Others soon followed, and this last year a new school-house was erected, costing \$1,500, a convenient and comfortable building, with a French roof, and designed for the accommodation of forty scholars. The present valuation

of the school-houses of Chatham is \$15,000. When one more good building shall be erected, the town will be well supplied with suitable and equal school-houses. Here, as well as at Falmouth, and elsewhere, the improvement in school buildings has been followed by a better grading of the schools, and by an evident improvement in their character.

I found also in Dennis very excellent school-houses, in tolerably good repair, large and commodious, with good furniture, and physical conveniences. Within a few years there has been a consolidation of their schools, so that now they have five nearly new school-houses, valued at \$35,000,—the largest school-house valuation on the Cape,—which is about one-fifth of the entire valuation of the school buildings in Barnstable County. The buildings are centrally and conveniently located, and the schools are as well graded as can well be in any country town similarly situated. Dennis, as well as some other of the Cape towns of extensive area, labors under great disadvantage in respect to its High School. The villages are so remote from each other, that to meet local demands, the High School, though it has a name, is without a permanent "local habitation," the different villages requiring it to rotate annually from one to the other. Some of these towns, by a slight addition to the salaries of one or two teachers, could have a High School in each of its principal villages, and thus secure to all the children of the town equal advantages of a higher culture, without the numerous disadvantages of the present rotatory system. Such is the course pursued in several towns, somewhat similarly situated, in other parts of the State. Amesbury maintains four High Schools; Adams, two; Attleborough, two; Deerfield, two; Chicopee, two; Williamsburg, two; Chelmsford, two; Framingham, two; Medway, three; while Barnstable, with a somewhat greater population, and a much larger valuation, has but one High School, alternating between Barnstable and Hyannis; Weymouth, two; Abington, three. Harwich, with a population of only fourteen less than that of Dennis, and a valuation somewhat less, will compare with it very favorably in respect to its school buildings, which are of recent construction, and very good, and valued at \$30,000. The school-houses of Wellfleet, eleven in number, with their thirteen schools, each of which I visited, are in good condition, and well cared for from

year to year. In several of the Cape towns, great wisdom is shown in the selection of a school committee. While due regard is had to the higher intellectual wants of the schools, and persons are chosen capable of examining teachers, and of judging intelligently of their work and its results, regard is also had to the material wants, and at least one person is selected to whom the care of the school buildings is especially intrusted, and who takes a pride and pleasure in keeping them in good condition. These are generally among the most prominent and influential citizens, often the heaviest tax-payers; and whatever they do in the way of repairs, etc., even regardless, sometimes, of any deficiency of appropriation for such purposes, is acceded to by all. To such oversight is to be attributed the good condition of the school buildings in Wellfleet and in Brewster; the former under the charge of Capt. R. R. Freeman, and the latter of Capt. Tully Crosby.

The school buildings in some of the other towns of the county are generally comfortable, and in a tolerably good condition, but hardly worthy of special mention. In some few towns it is otherwise, and the buildings are not creditable. Of the most populous town in the county, and the third in valuation, all of whose schools I have recently visited, accompanied in each visit by four members of its very excellent school board, it is said in the last admirable report of the committee, "Our school conveniences, in large part, are dishonorable to an enlightened community; and as long as they remain as such, we cannot conscientiously refrain from protestation. We believe every intelligent citizen in our town would demand a change, if things were seen as they are." As this committee is largely made up of ladies, it would hardly be courteous for me to do otherwise than acquiesce in this opinion, even if I thought differently, as I do not.

It has ever been one of my chief objects in visiting the towns of the State, and in addressing the citizens, to awaken a deeper interest in regard to school buildings, as the prosperity of the school is to so great a degree dependent upon the school accommodations, though, of course, not necessarily so. With exceptions so rare, that I cannot easily recall any, I have found that where the people take no interest in the school buildings and their furnishings, and are niggardly in their appropriations for

these objects, they have little or no interest in the schools themselves, and withhold needful appropriations to secure the proper education of their children. Aside from higher and more important considerations, that should lead them to make more liberal appropriations for such objects, a regard for their own selfish interests, in the enhanced value of property, should lead them to this; for is it not true that good school-houses in a town are the best bonds a property-holder can have, and good Public Schools his best and safest policy of insurance for the continued and increasing valuation of his estate?

A few facts which I have gleaned from the statistical returns made in 1835, in contrast with those for the last year, may be of interest in comparing "then" with "now," and will show in what other respects progress has been made in the county.

In 1835, in the then thirteen towns of Barnstable County, there were 152 school districts, and there were employed 137 male and 113 female teachers.

In 1874, in the 170 schools of the county, there were 59 male and 172 female teachers.

In 1835, the highest average wages per month for male teachers, *exclusive* of board, varied from \$21.80, which Barnstable paid, to \$15.33 paid by Brewster. Three other towns paid less than \$16. For female teachers, the average monthly wages, *exclusive* of board, varied from \$8.21, paid by Falmouth, to \$4, paid by Truro. The average price of board per week varied from \$2 to \$1.28 for males, and from \$1.50 to 50 cents for females. Only two towns charged over \$1.68 a week for the former, and \$1 for the latter.

In 1874, the average wages per month for male teachers, *including* board, varied from \$110 to \$53, and for female teachers from \$42.50 to \$22.86. The average for the whole county was for male teachers \$69.24, and for female teachers \$32.14.

In 1835, the estimated amount paid for tuition in Academies and Private Schools in Barnstable County was \$4,471, of which the town of Barnstable paid \$2,300. There were 25 "Private Schools" kept in the town of Barnstable in 1835, for six months, in the summer, attended by about 25 scholars each. These were undoubtedly the same scholars who attended the Public Schools in the winter. The Academy had 35 scholars. In 1837, there were paid for supporting Private Schools and

Academies in Barnstable County \$9,314, and in the town of Barnstable \$2,500. In 1874, only \$880 was paid in the whole county for such schools, and Barnstable paid nothing, showing the high appreciation of our Public Schools at the present time.

The estimated value of the school-houses in Barnstable County in 1835, is not given, but for the whole State it was a little over half a million dollars.

In 1875, the estimated value of the land and school-houses in Barnstable County is more than \$200,000, and for the whole State \$20,856,777.

The school-books in use in 1835, quite generally in the county, were Perry's Spelling Book, Walker's Dictionary, Young Reader, Introduction to National Reader, American First Class Book, Alger's Murray's Grammar, Parley's and Woodbridge's Geographies and Atlas, Adams's and Smith's Arithmetics, Colburn's First Lessons, Whelpey's Compend, Grimshaw's History of the United States. The last two were used in only one or two towns. Generally the school committee selected the books to be used. In three towns the selection was made by the teachers, and in two by the committee and teachers.

I will now speak of some of the principal

HINDERANCES TO THE USEFULNESS OF THE SCHOOLS.

1. Notwithstanding the fact, as I have stated it, that Barnstable County holds the second rank in the State in respect to the attendance of its school children, still the most serious defect of its schools is *Irregularity of Attendance*. In this are included Tardiness, Absences, and Dismissions. In most of the towns the school committee, by stringent school regulations, strive to prevent this evil, and often with excellent results. I have been exceedingly gratified in examining, as I always do, the School Registers, to find so large a number of pupils, in many of the schools, without a single black mark against their names, sometimes for several successive terms, and in a few instances for a series of years, indicative of tardiness or absence. The schools of Orleans, under the efficient superintendence of Rev. Charles E. Harwood, show a marked improvement in respect to attendance, as compared with previous years. The "Roll of Honor" contains one hundred and forty-nine names for the last year, in

contrast with seventy-five the previous year. An examination of the Registers shows that nine scholars had a perfect record of attendance for the year; that two others have been perfect in attendance for three successive terms within the last two years; that four of the nine have been perfect in attendance for four successive terms; that two have had a similar record for five successive terms, and one for six terms, or two whole years. I was told that many others were not absent except on account of sickness. In many school reports a list of such pupils is given in a "Roll of Honor," as a well-deserved recognition of this fact in their case, and as an incitement to others to deserve the same compliment. I am aware that this course is liable to objections, which need not here be discussed. The evil, however, is less, I think, than the good resulting from it, and if absences or tardinesses resulting from causes *unavoidable*, and *entirely satisfactory*, are recognized and acknowledged, one great objection to this practice is obviated. The requirement of written excuses from the parent or guardian, has, for obvious reasons, contributed to an improvement in the attendance of children. Yet even this requirement sometimes fails. One case was mentioned to me, of a parent who sent thirty-one written excuses for the absences of the same child during a term of sixteen weeks. Others sent a less number, but the aggregate was lamentably large. The employment of children, of all ages, to pick cranberries at the proper season for this work, and while most of the schools are in session, is the principal cause of absence in many of the Cape towns. In one of the Primary Schools which I visited in Falmouth, more than one-half of the children were absent for this purpose. Nor was this an exceptional case. A similar evil exists in other parts of the State, where I have frequently found the majority of the children absent from school at the time of my visit—and the record showed quite a protracted absence—to pick strawberries, and other berries, in their season. Some of the Cape towns—Orleans, for instance, meets this difficulty by so arranging the vacations, that one of them shall include the time for "cranberry picking," and this will, in a measure, account for the very creditable "average attendance" of the children of this town, of which I have spoken, which is 90 per cent., falling but $1\frac{3}{4}$ per cent. of the "average attendance" of the children of Barnstable, which, in this respect,

is the banner town of the county. Why may not this example be followed by other towns, and with equally good results, whose "average attendance" is greatly reduced by absences for a similar cause? Whatever measures of this nature may be adopted, still it is only by the earnest and cordial coöperation of parents with the committees and teachers that this great hinderance to the highest efficiency of the schools can be removed.

2. *Frequent change of teachers* is another hinderance to the efficiency of the schools. This evil is, perhaps, no greater in this county than in other parts of the State,—indeed, it is not nearly so great as in Franklin County, the population and valuation of which are but slightly in excess of Barnstable County, yet its number of different teachers, as compared with the number of its schools, is very much greater,—and what I may say with reference to it is of general application. There is scarcely anything so detrimental to the best interests of our schools as this. The employment of the same teachers, for several successive terms, or even years, when they prove successful, is attended with many obvious advantages, which are beginning to be appreciated. Since the abolishment of the "District System," under which the annual change of "Prudential Committees," who used to employ teachers, and who often sought an election so as to put their daughters or other near relatives in charge of the schools, frequently displacing the best of teachers to make room for inexperienced and incompetent ones, this evil has been lessened. Still, not unfrequently, teachers whose varied and excellent qualifications have rendered their services highly satisfactory, and who would prefer to continue in charge of the same schools if a slight addition were made to their monthly wages, are suffered to accept more eligible positions elsewhere, because some recent graduate of a High or Grammar School, young, inexperienced, and giving little or no promise of success in teaching, can be hired for a few dollars less. Many a school has suffered fearfully from this cause, and too late for remedy has such unwise parsimony been regretted. It would be far better to retain the tried and successful teacher, even if by a reasonable addition to her wages the schools should not be kept quite so long a time, for one month's *instruction* under some teachers is often more than an equivalent for merely *keeping school* a whole year by others who, out of courtesy and common

usage, are called *teachers*. As one means for remedying this evil of frequent changes and constant liability to failure, the committee of Falmouth "respectfully suggest that parents should send their enterprising sons and daughters to some of the Normal Schools, which are doing so much at the present time to supply well-drilled and efficient teachers." I would emphasize this suggestion by commending it most earnestly to the thoughtful consideration of all parties concerned. For the 170 schools in Barnstable County, nearly all of them having but one teacher in each, there were employed last year 231 different persons as teachers, 59 males and 172 females. Quite a number of the schools still adhere to the usage of many years in employing College students to teach the winter school, and occasionally the greater age, and dispositions affected by sea-faring life, of many of the large boys who attend school only in the winter months, may seem to require the sterner discipline of a *master*. But I have visited several such schools that of late years have been under the instruction and discipline of the same ladies who taught the previous terms, and with results entirely satisfactory,—often more so than if the schools had been in charge of some of the other sex whose chief interest in teaching during their winter vacation would be to replenish an exhausted purse.

3. *A deficiency of suitable school apparatus* is another such hinderance. For this deficiency the parents and citizens generally are not so much at fault as the committees to whom the schools, in all their interests, are intrusted. They are authorized by law, and it is expected of them to expend for such purposes one-fourth of the money received by the town from the moiety of the State School Fund. The aggregate paid to the fourteen towns of Barnstable County last year from this fund lacked less than three dollars of being \$4,000; the smallest sum received by any town being \$219.46, paid to Mashpee, which had only two schools, and raised by taxation only \$500 for school purposes, and the largest being \$372.82, paid to Barnstable, which had 26 schools, and raised \$10,000. In a few instances the committees have carried out the implied beneficent intent of the law, and have expended one-fourth of the sum thus received in purchasing wall maps, books of reference, etc. If this were the universal practice,—even if there were no special appropriation by the towns for such purposes,—

there would not be so deplorable a deficiency of the means of illustrating the subjects taught in all the grades of schools, as I witness in the majority of schools visited. Blackboards are found in about all the schools, but sometimes of little service, because not kept in good condition,—wall maps, also, in many schools, modern and in most excellent condition, but in many others of antiquated date, and defaced by use and abuse,—globes and numeral frames are of less frequent occurrence, and the majority of the High Schools have very few suitable books of reference, and no apparatus to aid the teacher in illustrating the more advanced studies,—Philosophy, Chemistry, Astronomy, etc., which is so greatly needed to convey to the minds of his pupils a clear and intelligible idea of these subjects. The great majority of the schools would double their efficiency and usefulness, provided, of course, the teachers were what they should be, if this deficiency of illustrative apparatus and of books of reference, encyclopædias, gazetteers, etc., etc., were adequately met.

It is very gratifying to witness in many of these schools, as often elsewhere in the State, evidence of a desire on the part of the teachers to make the school-rooms as pleasant and attractive to the children as they can, and the presence of plants at the windows, bouquets of flowers in their season upon the teacher's desk, chromos and engravings upon the walls,—not expensive, of course, nor of the highest style of art, still very pleasing to the young,—and such other things as their own limited means and the kindness of friends prompted by their solicitations, enable them to procure, adds very much to the attractiveness of many a school-room, which otherwise would present a gloomy and repulsive aspect, and exerts a very desirable æsthetic influence upon the children. Many of the schools also have a piano, or some smaller and less expensive musical instrument, sometimes furnished by the committee; but frequently it is the private property of the teacher, or is obtained through her personal efforts, aided by the children, which greatly assists the teacher in her instructions in singing, and adds very much to the interest of the devotional and other general exercises in singing.

4. *The short time that the schools are kept each year* may be regarded as another hinderance. The law requires that the schools in every town shall be kept "for at least six months in

each year," which is one hundred and twenty days, as twenty days constitute a school month. The average for the fourteen counties of the State for last year was eight months and twelve days. In this respect Barnstable County does not rank so well, being excelled by ten counties. Its average was seven months and nineteen days. Nine of its fourteen towns had a greater average. The schools of Yarmouth and Wellfleet were kept an average of nine months; of Orleans, nine months and three days; and of Provincetown, nine months and seventeen days. Falmouth, the richest town in the county for its population, giving an average of a little more than \$1,000 for every person in it, kept its schools only seven months and six days, and stands, in this respect, the lowest except Mashpee. Its committee speak of the shortness of its school terms as a great defect, and a defect requiring immediate attention, and most earnestly recommend that an appropriation be made by the town that will give its children longer school terms. Without doubt, a town so abundantly able will cheerfully accede to this reasonable request, especially as in the percentage of its valuation appropriated to Public Schools it ranks the lowest in the county, and the lowest but eighteen in the whole State. Its percentage thus appropriated is $1\frac{86}{100}$ mills to the dollar, while the average for Barnstable County is $4\frac{18}{100}$, and of the State, $2\frac{42}{100}$. If all the Public Schools in the State were kept a length of time equal to the *average* for the last year, eight months and twelve days, it would, perhaps, be quite long enough, provided the children were constant in their attendance, and made a diligent use of their school privileges. Any period less than this, certainly any less than eight full months, I should regard as a hinderance to the efficiency of our Public Schools.

5. *The deficiency in the number of well-trained and thoroughly competent teachers* is the last hinderance to which I shall direct especial attention,—last only in the order of presentation, but first in importance. It is the custom in some of the towns to select as teachers the graduates of their own Grammar and High Schools,—and a very commendable custom, when their qualifications, and promise of success, surpass, or even equal, those of applicants from abroad. But it is far otherwise, when a teacher is appointed chiefly from personal or local preferences, without due regard to superior qualifications and successful experience.

My experience and observation as a School Inspector lead me to think that such is too frequently the case, and that it operates as a serious hinderance to the greater efficiency and usefulness of many schools. I have found the teachers in this county, very generally, earnest and faithful, not unfrequently very successful as teachers and disciplinarians, and comparing favorably with those in other counties which cannot, by large salaries and other allurements, secure the highest order of teaching ability. There are some schools in this county that will not suffer by comparison with the best in the State. There are others which, for reasons already suggested, are very ordinary, and without a more careful selection of teachers, and a somewhat more liberal policy in recompensing good ones, and thus avoiding a frequent change, will always continue so, to the discredit of the towns, and the lasting injury of the children. Of the two hundred and thirty-one teachers employed during the year in this county, only nineteen, or eight and a fourth per cent., have attended Normal Schools,—not all of them graduates,—and their services are, generally, highly appreciated. One who taught the same Primary School for four years was spoken of as “a teacher of superior qualifications, both as an instructor and disciplinarian; always laboring zealously and lovingly for the improvement of her pupils, and her efforts are attended with wonderful success in securing their love and coöperation, which is a sure augury of successful teaching. A visit to her school is sufficient to satisfy the observer of the superiority of the Normal method of teaching.” Of another, in one of the principal towns, who after graduating from the High School, was graduated from the Bridgewater Normal School, it was said, that “her school progressed finely. Oral and object teaching seem to be the methods upon which she principally relies for imparting instruction, and the result thus obtained cannot fail to prove beneficial.” Much more similar testimony, confirmed by my personal observations, might be cited in favor of Normal School instruction as an important aid in removing this hinderance to the greater efficiency of the schools. But notwithstanding the annually increasing number of better teachers as a result of Normal School and Special Training culture, the supply of competent teachers is still very inadequate to the wants of the schools. It is, then, a very

important question how this want can be better met. The circumstances of a very large proportion of those who wish to become teachers will not permit them, however desirous they may be of doing so, to spend four years, or even two years, at a Normal School, notwithstanding the expense is reduced by State aid, and by cheaper board at the boarding-houses connected with three of the Normal Schools. I believe that there are very many of this class who would find means, somehow, to attend a Teachers' Institute, or Normal School,—by whatever name it might be called,—continued for not less than two or three months each year, and conducted by the Agents of the Board, with the aid of such experienced, practical teachers, connected with existing Normal Schools or otherwise, as they might be authorized to summon to their aid. A short session of this kind and for this purpose might be held, during the long vacation, in some or all of the Normal School buildings, whose facilities for instruction, and the boarding-houses connected therewith, could be used with manifold advantages. If such short schools were established, it would do away with the necessity for holding such Teachers' Institutes as are now held, which, from their brevity and the unavoidable superficial character of their exercises, are of far less value than these protracted Institutes would be. I deem the matter of sufficient importance again to commend it to the consideration of the Board.

In connection with this topic, I would venture to make another suggestion, without entering upon a discussion of its merit, having in view the same object,—a suggestion which, I think, I have also previously made. It is, that a Board of Examiners be appointed by your Board, with the sanction of the legislature, to examine teachers, and authorized to give certificates of qualification for teaching the different grades of schools, which might be accepted by school committees as sufficient evidence of qualification, and thus meet the present requirement of the statute. These might, according to the results of examination, be given for a limited period of years, or, to those of superior excellence, for life. I know that very many school committees would gladly receive certificates given by a Board of Examiners of the right qualifications for such service, who would be influenced by no personal or local prejudices for or against the parties examined. Such a system of examination and certification

of teachers has been adopted by several State Boards,—Ohio, New Jersey, California, and others,—and is highly commended as a means of securing a better class of teachers.

There are other hinderances to this efficiency, such as the lack of an intelligent, judicious, impartial and faithful supervision of the schools, a lack of interest on the part of parents, a waste of time in the study of certain branches to the neglect of other more important ones, etc. ; but of these I have spoken sufficiently often in previous reports, and will close this report by this brief allusion to them.

ABNER J. PHIPPS,
General Agent.

BOSTON, January 18, 1876.

THIRTY-NINTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

SECRETARY'S REPORT.

Gentlemen of the Board of Education:

I respectfully invite your attention to the following Report of the Secretary, it being the thirty-ninth of the series, and, for reasons hereafter stated, as brief as the simple statement of the topics requiring notice will allow.

SUMMARY OF STATISTICS FOR 1874-75.

Number of cities and towns—cities, 19; towns, 322,	341
All have made the annual returns required by law.	
Number of Public Schools,	5,551
Increase for the year,	126
Number of persons in the State between five and fifteen years of age, May 1, 1874,	294,708
Increase for the year,	2,227
Number of pupils of all ages in all the Public Schools during the year,	302,118
Increase for the year,	5,093
Average attendance in all the Public Schools during the year,	216,861
Increase for the year,	6,613
Ratio of average attendance for the year to the whole number of persons between five and fifteen, expressed in decimals, . . . . .	.73-59
Number of children under five years attending Public Schools,	2,383
Decrease for the year,	169
Number of persons over fifteen attending Public Schools,	32,986
Increase for the year,	8,299
Number of towns which report having made the provisions concerning truants required by law,	130
Number of different persons employed as teachers in Public Schools during the year; males, 1,169; females, 8,047; total,	9,216
Increase of males, 91; increase of females, 410; total increase,	501
Number of teachers who have attended a Normal School,	1,792
Average length of Public Schools, eight months and seventeen days,	8-17
Average wages of male teachers (including salaries of High School teachers) per month,	\$88 37
Decrease from last year,	\$5 96

Average wages of female teachers per month,	\$35 35
Increase from last year,	\$1.01
Amount raised by taxation for support of Public Schools, including only wages of teachers, fuel, care of fires and school-rooms,	4,358,523 59
Increase for the year,	\$105,312.42
Income of funds appropriated for Public Schools at the option of the towns, as of surplus revenue, and tax on dogs,	52,050 31
Increase for the year,	\$1,734.19
Voluntary contributions of board, fuel, apparatus, etc., for Public Schools,	30,787 32
Increase for the year,	\$19,625.22
Expense of superintendence by school committees, including salaries of superintendents of schools,	119,690 96
Increase for the year,	\$1,115.61
Expense of preparing and printing school reports,	18,806 46
Increase for the year,	\$3,550.75
Amount of local school funds, the income of which can be legally appropriated only for the support of schools and academies,	1,823,736 98
Increase for the year,	\$112,256.98
Income of local funds appropriated for schools and academies,	120,286 32
Increase for the year,	\$21,325.74
Income of the State School Fund paid to cities and towns in aid of Public Schools for the school-year 1874-75,	88,613 45
Amount of salaries paid to superintendents of Public Schools,	66,608 25
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting school-houses, and cost of school-books,	4,668,472 09
Increase for the year,	\$134,918.80
Sum raised by taxes, including income of funds appropriated at the option of the towns, and the tax on dogs (exclusive of taxes for school edifices and superintendence), for each child in the State between five and fifteen years of age—per child,	14 96.6
Increase for the year,	\$0.26.3
Percentage of the valuation, by assessors' returns of 1874, appropriated for Public Schools, including only wages of teachers, fuel, care of fires and school-rooms (two mills and forty-one hundredths),	\$0.00.2 ⁴¹ / ₁₀₀
All the towns and cities have raised by taxation the amount required by law (\$3 for each person between five and fifteen), as a condition of receiving a share of the income of the State School Fund.	
Amount expended in 1874 for erecting school-houses,	1,148,133 65
Decrease for the year,	\$79,197.17
Amount expended in 1874 for repairing school-houses,	385,008 89
Decrease for the year,	\$34,330.64
Total expended for school-houses in 1874,	1,533,142 54

Estimated value, as returned by committees, of school-houses, including grounds,	\$20,856,777 50
Number of schools returned as High Schools,	208
Evening Schools,—number, 99; kept in thirty-two cities and towns; number of teachers, 525; whole number attending: males, 12,594; females, 3,774; total, 16,368; average at- tendance, 6,474; expense, \$68,442.35.	
Schools in State Charitable and Reformatory Institutions,— number, 12; number of different pupils, 1,240; average at- tendance during the year, 812; number under five years, 22; number over fifteen years, 431; number between five and fifteen remaining August 31, 1875, 457; number of teachers, males, 3; females, 16; wages, males, \$50 per month; females, \$25 per month; length of schools, 12 months.	
Number of incorporated academies returned,	63
Average number of scholars,	7,594
Aggregate tuition paid,	\$161,215.63
Number of Private Schools and Academies,	369
Estimated average attendance,	16,650
Estimated amount of tuition paid,	\$436,938.48
Amount paid to maintain Public Schools,—for wages, fuel, care of fires and school-rooms, repairing and erecting school-houses, supervising schools, printing reports of school committees, providing apparatus and instruction of children in reformatory and charitable institutions, . . .	
	6,201,614 63
For each person in the State between five and fifteen years of age,	
	21 00
Percentage of valuation of 1874 (three and one-half mills), .	0 00.3½

Adding to the amount raised by taxation, the income of local funds, tuition paid in Private Schools, appropriations by the legislature for the benefit of Public Schools, as for Normal Schools, etc., not including the cost of school-books and the expense of scientific and professional schools and colleges, the aggregate expended during the year in Massachusetts for general school education of the people exceeds seven millions.

A more particular notice of some points presented in the foregoing summary, may be both interesting and serviceable; and first I notice the statements relating to

ATTENDANCE.

It appears that while the increase, over the previous year, of the number between five and fifteen years of age was 2,227, the whole number attending the Public Schools was 5,093

greater, and the average attendance was 6,613 greater than before. It also appears that the number attending over fifteen years of age was 32,986, an increase of 8,299 over previous years.

These statements furnish gratifying proofs of progress. It is a cheering indication of some check to the practice of crowding the education of the young into the shortest period, and of a return to the former, and far better, practice of prolonging school life into more mature years.

Indeed, it is to the unfortunate disposition, so generally prevalent both in the city and the country, to confine the school age within the narrowest possible limits, that we are to look for the cause of the disparaging comparisons often made between the schools of to-day, with those of forty years ago. The faults and failures are to be looked for, not so much in new methods of organization and teaching, as in the persistent and well-nigh frantic efforts of parents to force their children through the schools into active life, as if by hydrostatic pressure.

TEACHERS EMPLOYED.

Another phase of the practical working of the schools, as presented by these statistics, furnishes the ground for some apprehension. I refer to the increase of the number of different teachers employed in the schools. The whole number returned is 9,216, and the increase over that of the previous year 501, of which number 91 were male teachers, and 410 females.

While a considerable proportion of the excess in the number of teachers over that of the schools is due to the employment of assistant teachers in the High Schools and in large ungraded schools, and of special and supernumerary teachers in the cities and larger towns, and also to the changes which are the result of sickness, death and other natural causes, a larger part must be charged to the unfortunate custom, inherited from the usages of a former age, and which still prevail in many country towns, of changing the teachers with every term of the school. If the school year is divided into three terms, the register will often disclose the names of three different teachers, and where the old plan is still followed of keeping a summer school for the smaller children, and a winter school for the older, different teachers are generally employed. Indeed, I have found it not an un-

common thing to trace the name of a single teacher in the reports for the same year, of two, and sometimes three, neighboring towns.

The demand for young men during the war of the rebellion, and the higher rewards for labor of all kinds after it, did much to change the old custom, and it was hoped to annihilate it. The school committees of some of the towns, from motives of economy, and on account of the difficulty of procuring male teachers as well, cautiously entered upon the plan of hiring female teachers for longer periods. The results were, unexpectedly to many, satisfactory, and other towns followed the lead, until the custom bid fair to become universal. In order to provide for the older and more advanced pupils, the more enterprising towns adopted the happy expedient of maintaining High Schools for such portions of the year as seemed advisable,—in some cases for six months, in others for twelve weeks, in others for fifteen weeks. Several of such schools are reported the present year, of which an account will be given under another head. I have watched the progress of these towns with no ordinary interest, and have looked to the general adoption of the system indicated at no distant day.

If the wide-spread stagnation in business affairs shall have the effect to check all this, by filling the winter schools with a class of incompetent young men, having little culture and no professional training,—who, for a few weeks in the winter, exchange the axe, the flail, or the mechanic's bench for the school-house,—it will be a sad augury for the future of the country schools, more lasting in its effects, and more to be deprecated, than the revulsions in trade which startle and alarm us continually.

TRUANT BY-LAWS.

The number of towns which report having made the provisions concerning truants required by law is 130. This is considerably less than one-half of the whole number of towns; and, I respectfully suggest, not a creditable report for the towns of the Commonwealth to make.

The original law relating to truancy, enacted in 1850, and incorporated with the General Statutes in 1859, simply authorized the towns to make needful by-laws concerning habitual

truants, and required the towns, availing themselves of the provisions of the Act, to appoint truant officers, with power to carry the by-laws into execution.

In 1862 the truant laws were amended so as to *require* the towns to make by-laws concerning truants. And such has been the law to the present day, a period of fourteen years. An important amendment was added in 1873, which requires the school committee, instead of the town or city, to appoint truant officers, and fix their compensation. This duty, it should be remembered, is not contingent upon the action of the town. It is an absolute command, and to be obeyed by the committee, whether the town acts or not, for there are other important laws besides those relating to truancy which only the truant officers can execute.

I respectfully invite the earnest attention of the school committees to the importance of a prompt obedience to this law.

NORMAL SCHOOLS.

The ample statements made by the Visitors of the several Normal Schools leave little to be said with reference to their present condition and needs. Their origin and history are well known, each step in their progress having been duly set forth in the annual reports of the Board. Their claims to public favor have been freely discussed, not only in these reports, but largely in the annual reports of city and town committees, and not infrequently by the newspaper press. Adverse criticism, biting sarcasm and contemptuous sneers have repeatedly assailed them; nevertheless, after thirty years of "patient continuance in well doing," they have acquired an honorable and well-assured position in public confidence and esteem, as not only valuable, but indispensable forces in our educational system.

Reserving for another report certain statistics of these schools, which I originally intended to give in this, I present simply the following statement, compiled from the returns of the school committees, of the number of Normal teachers employed during the school year 1874-5, with the names of the towns in which they were engaged.

From this statement it appears that the number of Normal teachers employed was 1,792, or $19\frac{1}{2}$ per cent. of the whole number of teachers returned, and that they were distributed in 265 cities and towns, and in every county of the Commonwealth.

COUNTIES, CITIES AND TOWNS OF MASSACHUSETTS WHICH
EMPLOYED NORMAL TEACHERS IN 1874-75.

BARNSTABLE COUNTY.		Dartmouth,	
Barnstable,	5	Dighton,	5
Brewster,	3	Easton,	8
Chatham,	1	Fairhaven,	3
Dennis,	1	Fall River,	22
Eastham,	1	Freetown,	5
Falmouth,	3	New Bedford,	12
Provincetown,	1	Raynham,	6
Sandwich,	2	Rehoboth,	1
Wellfleet,	1	Seekonk,	4
Yarmouth,	1	Somerset,	2
— 19		Swanzy,	3
		Taunton,	6
		Westport,	1
		— 89	
BERKSHIRE COUNTY.		DUKES COUNTY.	
Adams,	26	Gay Head,	1
Becket,	2	Tisbury,	2
Cheshire,	1	— 3	
Clarksburg,	1	ESSEX COUNTY.	
Florida,	2	Amesbury,	1
Great Barrington,	5	Andover,	3
Hinsdale,	3	Beverly,	2
Lanesborough,	4	Boxford,	1
Lee,	2	Bradford,	3
Monterey,	2	Danvers,	3
Otis,	1	Essex,	3
Pittsfield,	3	Georgetown,	1
Richmond,	1	Gloucester,	10
Savoy,	1	Hamilton,	1
Sheffield,	3	Haverhill,	6
Stockbridge,	2	Ipswich,	4
Tyringham,	2	Lawrence,	4
Williamstown,	3	Lynn,	32
Windsor,	2	Lynnfield,	3
— 66		Manchester,	4
		Marblehead,	4
BRISTOL COUNTY.			
Acushnet,	4		
Attleborough,	5		
Berkley,	1		

Methuen,	2
Middleton,	3
Nahant,	2
Newbury,	1
North Andover,	3
Peabody,	19
Rockport,	3
Rowley,	2
Salem,	50
Salisbury,	2
Saugus,	5
Swampscott,	4
Topsfield,	1
West Newbury,	1

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FRANKLIN COUNTY.

Ashfield,	4
Buckland,	2
Charlemont,	1
Conway,	5
Deerfield,	7
Erving,	3
Greenfield,	4
Leverett,	1
Montague,	7
Orange,	3
Shelburne,	9
Shutesbury,	1
Warwick,	1

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HAMPDEN COUNTY.

Agawam,	4
Blandford,	2
Brimfield,	1
Chester,	2
Chicopee,	10
Granville,	3
Holyoke,	6
Ludlow,	1
Montgomery,	1
Russell,	3
Springfield,	28
Tolland,	2
Westfield,	36
West Springfield,	5
Wilbraham,	3

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HAMPSHIRE COUNTY.

Belchertown,	2
Chesterfield,	1
Cummington,	3
Easthampton,	6
Granby,	3
Hadley,	5
Hatfield,	2
Huntington,	4
Middlefield,	3
Northampton,	14
South Hadley,	2
Southampton,	3
Westhampton,	1
Williamsburg,	3
Worthington,	2

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MIDDLESEX COUNTY.

Arlington,	8
Ashland,	2
Ayer,	3
Bedford,	1
Belmont,	2
Billerica,	6
Cambridge,	82
Chelmsford,	1
Concord,	6
Dracut,	4
Dunstable,	1
Framingham,	12
Groton,	2
Holliston,	2
Hopkinton,	10
Hudson,	1
Lexington,	4
Lincoln,	1
Lowell,	41
Malden,	17
Marlborough,	7
Maynard,	3
Medford,	5
Melrose,	4
Natick,	12
Newton,	40
North Reading,	3
Pepperell,	3
Reading,	6
Sherborn,	5

Shirley,	1
Somerville,	12
Stoneham,	10
Sudbury,	3
Tewksbury,	2
Townsend,	2
Tyngsborough,	2
Wakefield,	3
Waltham,	8
Watertown,	4
Wayland,	1
Westford,	3
Weston,	2
Wilmington,	1
Winchester,	6

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NANTUCKET COUNTY.

Nantucket,	2
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NORFOLK COUNTY.

Bellingham,	2
Braintree,	7
Brookline,	7
Canton,	2
Cohasset,	1
Dedham,	5
Dover,	2
Foxborough,	1
Franklin,	8
Hyde Park,	3
Medfield,	3
Medway,	6
Milton,	5
Needham,	8
Norwood,	4
Quincy,	11
Randolph,	3
Stoughton,	7
Weymouth,	3
Wrentham,	1

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PLYMOUTH COUNTY.

Abington,	2
Bridgewater,	11
Brookton,	21
Carver,	2
Duxbury,	2

East Bridgewater,	5
Halifax,	1
Hanover,	2
Hanson,	2
Hingham,	6
Hull,	1
Kingston,	2
Lakeville,	3
Marshfield,	7
Mattapoisett,	1
Middleborough,	4
Pembroke,	2
Plymouth,	6
Plympton,	3
Rochester,	2
Rockland,	3
Scituate,	3
South Scituate,	5
Wareham,	1
West Bridgewater,	6

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SUFFOLK COUNTY.

Boston,	494
Chelsea,	17
Revere,	4
Winthrop,	2

— 517

WORCESTER COUNTY.

Ashburnham,	5
Athol,	5
Barre,	1
Berlin,	2
Blackstone,	5
Boylston,	1
Brookfield,	4
Charlton,	1
Cliinton,	3
Dana,	1
Douglas,	3
Dudley,	1
Fitchburg,	9
Gardner,	2
Grafton,	7
Hardwick,	3
Holden,	2
Hubbardston,	1
Lancaster,	3

Leicester,	1	Southbridge,	3
Leominster,	5	Spencer,	3
Lunenburg,	2	Sterling,	2
Mendon,	2	Sturbridge,	2
Milford,	4	Sutton,	1
Millbury,	3	Templeton,	3
New Braintree,	2	Upton,	3
Northborough,		Uxbridge,	2
Northbridge,	8	Westborough,	4
North Brookfield,	2	West Boylston,	6
Oxford,	3	West Brookfield,	3
Paxton,	2	Westminster,	4
Petersham,	2	Winchendon,	3
Royalston,	2	Worcester,	15
Southborough,	4		— 158

Totals.

COUNTIES.	No. of Cities and Towns which employed Normal Teachers.	No. of Teachers from Normal Schools by Returns of 1874-5.	COUNTIES.	No. of Cities and Towns which employed Normal Teachers.	No. of Teachers from Normal Schools by Returns of 1874-5.
Barnstable,	10	19	Middlesex,	45	354
Berkshire,	19	66	Nantucket,	1	2
Bristol,	17	89	Norfolk,	20	89
Dukes,	2	3	Plymouth,	25	103
Essex,	31	183	Suffolk,	4	517
Franklin,	13	48	Worcester,	48	158
Hampden,	15	107			
Hampshire,	15	54	Total,	265	1,792

SCHOOL SUPERVISION.

The importance of a wise and vigorous administration of our school system can hardly be overestimated, in whatever light it may be viewed. As the only source of knowledge, and means of intellectual training, and of moral culture to the vast majority of our youth, who will soon as citizens determine the character and shape the destiny of the Commonwealth, do its voting, control its legislation, and administer and enforce its laws, it would seem the simplest dictate of wisdom to spare no expense, to shrink from no amount of labor needful to give our Public Schools the highest attainable efficiency. Moreover, the vast sums of money annually raised by taxation for their support, would seem to demand, as a sensible business transaction, the

wisest and sharpest supervision of them. No other business, public or private, involving a tithe of the expenditure made for our schools, has been so allowed to take care of itself, as has the conduct of our Public Schools.

Speaking on this aspect of the subject in his first report, Mr. Mann used the following language:—

“This State employs annually in the Common Schools, more than three thousand teachers [now more than nine thousand], at an expense of more than four hundred and sixty-five thousand dollars [now more than four millions], raised by direct taxation. But they have not one-thousandth part the supervision which watches the same number of persons, having the care of *cattle* or *spindles*, or of the retail of shop goods. Who would retain his reputation, not for prudence, but for sanity, if he employed men on his farm or in his factory, or clerks in his counting-room, month after month, without oversight, and even without inquiry?

“In regard to what other service are we so indifferent where the remuneration swells to such an aggregate?”

While this language had immediate reference to town and city superintendence by school committees and superintendents, it loses none of its pertinency or force when applied to those other agencies which modern experience has shown to be indispensable to a thoroughly effective system of school supervision.

AGENTS.

Section nine of chapter thirty-five of the General Statutes authorizes the Board of Education to employ one or more Agents to visit the several towns and cities, for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, lecturing upon subjects connected with education, and in general of giving and receiving information upon subjects connected with education, in the same manner as the Secretary might do if he were present.

* No department of labor has been more fully and earnestly advocated in the preceding reports than this, and none has received more hearty commendation from the people of the State. Dr. Sears in the fourteenth, sixteenth and eighteenth, and Gov. Boutwell in the twentieth and twenty-fourth, annual reports, presented their views with equal ability and earnestness. Dur-

ing my own term of office I have taken frequent occasion, and particularly in the thirty-fourth annual report, to express my full accordance with the views thus expressed, and to urge the enlargement of the force in this department.

From this report I venture to quote the following paragraphs as having some historical interest :—

“In 1850 the legislature made an appropriation of \$2,000 to the Board for the employment of Agents. Six Agents were employed to visit the towns in the early summer ; to wit, one to labor in Hampden and Hampshire counties, one in Berkshire and Franklin, one for a district including parts of several counties, of which Wrentham was a centre, one in Middlesex and a part of Worcester County, one in parts of Norfolk, Plymouth and Bristol counties, one in Essex occasionally ; besides which a member of the Board visited Martha's Vineyard and the adjacent islands.”

Of these gentlemen, Hon. N. P. Banks was continued in service for four months, and Prof. S. S. Greene, now of Brown University, during the year.

“The experiment was in the highest degree satisfactory. Dr. Sears reported that the agents ‘were welcomed enthusiastically by the people of the towns which they visited,’ and concludes his report as follows : ‘I cannot dismiss this subject without expressing my deep and abiding conviction that the experiment has fully proved the wisdom of the legislature in making the appropriation for the purpose, and that the continuance of it would have the happiest influence in promoting education among the people of the State. It has been made quite evident that the speediest and surest way of reaching and moving the hearts of the people on the subject of Common Schools is through the living voice of judicious, earnest and experienced men, thoroughly acquainted with our institutions for education, and feeling their inestimable value.’

“Influenced by the success of this experiment, the legislature in 1851 made a similar appropriation for two years, which was renewed in 1853, 1855 and 1857, with the authority in the last instance to expend a sum not exceeding \$4,000 in one year.”

“The plan, initiated by Dr. Sears, of employing several Agents for portions of the year, was followed till near the close of Gov. Boutwell's period of service, when a single Agent, Rev. B. G. Northrop, was employed during the entire year.”

The Agents appointed during the time of Messrs. Sears and Boutwell were Nathaniel P. Banks, Charles W. Upham, S. S.

Greene, R. B. Hubbard, J. T. Burrill, Charles Northend, Richard Edwards, Horace James, Henry K. Oliver, Daniel Leach, Alpheus Crosby, A. R. Pope, Cornelius Walker and B. G. Northrop.

Mr. Northrop as sole Agent continued in the service till March, 1867, when he accepted the position of Secretary of the Board of Education of Connecticut, his native State. His whole time of service was eleven years. He was succeeded by Mr. Phipps, then a member of the Board, who has continued in office till the present time.

The report from which I have quoted proceeded to discuss the subject of intermediate superintendency with reference to the form which it could best take with us, and to the urgent demand for the service, in view of the fact that large numbers of the small towns were in a state of transition from the district to the town system, compacting their schools, constructing school-houses at new centres, and therefore greatly needing and desiring counsel and aid; and also of the further fact that the recent law relating to the teaching of drawing in the Public Schools called for the services of a competent agent to enforce its claims on the attention of school officers, and to point out the most approved methods of teaching it; and closed with an earnest recommendation that the Board ask for an additional appropriation to enable it to employ such a number of agents as should be deemed wise.

The legislature of 1871 responded with a special appropriation of \$10,000, payable from the "moiety of the income of the school fund appropriated to general educational purposes," to be expended for the salaries and expenses of such special Agents as the Board might employ.

This appropriation was specially opportune, since it opened the way for the employment of Walter Smith, Esq., as State Director of Art-Education, who commenced his labors in the early autumn of the same year. Besides Mr. Smith, the Board appointed George A. Walton, Esq., as a Visiting Agent for that portion of the four western counties lying west of the Connecticut River, who commenced his labors in the autumn of the same year.

Similar appropriations were made in the following years, but payable solely from the income of the school fund, which other

appropriations so nearly absorbed, that it was not advisable nor practicable to enlarge the number of Agents beyond those already appointed.

For the first time, the legislature of 1875 made the appropriation, \$14,000, payable from the state treasury, and thus the way was opened for increasing the number of Agents. It was accordingly decided to appoint three additional Agents, whose term of service should begin on the first of September. The gentlemen appointed were Messrs. E. A. Hubbard, then Superintendent of Schools in Fitchburg, and formerly holding the same office for several years in Springfield; John Kneeland, for many years a well-known and popular teacher in Roxbury; and Mr. Philbrick, whose antecedents need no mention.

The assignment of territories was as follows: To Mr. Hubbard, the towns in Central and Northern Worcester County, with Townsend and Ashby in Middlesex County, and the towns in Franklin County east of the Connecticut River, leaving to Mr. Walton the remainder of the Western Counties; to Mr. Kneeland, Norfolk County entire, with Natick, Sherborn, Ashland, Holliston, and Hopkinton in Southern Middlesex County, and Milford, Mendon, Blackstone, Upton, Northbridge, Uxbridge, Sutton, Douglas, Oxford, Webster, Charlton, Dudley, Southbridge, and Sturbridge, in Southern Worcester County. Essex County was assigned to Mr. Philbrick; while, at his own suggestion, the Old Colony was assigned to Mr. Phipps.

Mr. Philbrick did not enter upon the work assigned, having yielded to the urgent request of the Board to act as their Agent in preparing the "Exhibit of Education and Science," to be made, on behalf of the Commonwealth, at the Centennial Exposition at Philadelphia,—a work which had been intrusted to the Board by the governor and council. The final arrangements for this service were completed at so late a period, that it did not seem to be advisable to select another Agent in the place of Mr. Philbrick for the small remaining portion of the year.

The other gentlemen have been steadily at work in their respective districts. I have been in constant communication with them, having received either verbal or written reports from each nearly every week, and watched their progress with a keen, not to say anxious, interest. What that progress has been, and what auguries for the future it presents, will appear

from the several reports of these officers, which are printed in connection with this Report.

The work of the agency is a peculiar work, and requires a peculiar combination of qualifications in order to its successful performance. A mere teacher on the one hand, or a mere lecturer on the other, cannot meet the demands. The Agent in his visitations will meet the teachers from the Primary to the High School in their school-rooms, and be expected to give instruction by example as well as precept in the best methods of organizing and governing the school, and of teaching the studies in hand; he will meet school committees, and give counsel and advice respecting their difficult and often perplexing duties, in the hiring of teachers, in the purchase of books of reference and apparatus, in the location, construction, and furnishing of school-houses, in the distribution and classification of pupils; he will meet parents and guardians, and must often solve the questions of grievance which they present, heal difficulties, settle disputes, point out the mutual rights and duties growing out of their relations to teachers and school committees; he will meet all classes in the evening lecture-room, and must be competent—by his familiarity with our school system, as embodied in public law, and as seen in its practical working, and by his skill in public address—to make such a living presentation of its relations to the healthful activity of every department of our social and civil life, as will arouse attention, deepen interest, and lead to higher efforts to sustain their schools.

Duties like these must determine the class of persons to whom the work of intermediate superintendence shall be committed. The practical question with us, under existing conditions, is whether we shall employ a comparatively small number of well-trained and able men, who will command confidence, enlist sympathy, and conquer prejudices, for such reasonable compensation as talent and experience always command, or at the aggregate cost, employ a larger number of less competent persons whose services can be had at half the price. After much inquiry, and such reflection as I could give, I confess that my confidence is increased in the opinion which I have heretofore expressed in favor of the first alternative, and that the better course for us is simply to increase the number of Agents, whose

employment is authorized by the existing statute, so as not to exceed six besides the Art Director, thus making provision for the county of Essex, and of such portions of Middlesex as are not now assigned. With the existing number of able and efficient superintendents in the cities and the large towns, the labors of the Agents will, for the most part, be bestowed on the smaller towns, where they are the most needed. Their range of duties will be enlarged as experience shall suggest, and as the need of their services shall be felt by the community, and the number can be increased to meet the demand.

I respectfully recommend that the legislature be asked to make an appropriation from the treasury sufficient to pay the salaries and expenses of six Visiting Agents and of the Art Director.

As a matter of record, I present the Report of the Commissioners of the School Fund:—

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts :

The undersigned, Commissioners of the Massachusetts School Fund, in compliance with the provisions of chapter fifty-three of the Acts of 1856, have the honor to submit the following report of the condition of said fund, January 1, 1876, together with the receipts, and payment of the income thereof, during the year:—

The amount of the fund January 1, 1875, as per last report,		
was		\$2,117,732 82
Received, forfeited income from towns, 1874, . . .	\$319 36	
“ “ “ “ “ 1875, . . .	673 72	
		<hr/>
		993 08
		<hr/>
		\$2,118,725 90

PAYMENTS.

Paid to town of Scituate,	\$187 10	
“ “ Florida,	300 00	
		<hr/>
		\$487 10
Concelled obligations of Board of Education, as		
per Resolves of 1875, chap. 76,	53,000 00	
		<hr/>
		53,487 10
		<hr/>
Total fund January 1, 1876,		\$2,065,238 80

The fund is invested as follows :—

Note of Provincetown, 6 per cent., . . .	\$600 00	
Note of Needham, 6½ " . . .	10,000 00	
Note of Hopkinton, 6½ " . . .	6,000 00	
Note of Newton, 6 " . . .	46,000 00	
Note of Roxbury, 5½ " . . .	20,000 00	
Notes of Chelsea, 6 and 7 " . . .	100,000 00	
Bonds of Adams, 6 " . . .	40,700 00	
Bonds of Williamstown, 6 " . . .	32,200 00	
Notes of Beverly, 6 " . . .	30,000 00	
Notes of Westborough, 6 " . . .	24,000 00	
Notes of Dana, 6 " . . .	6,700 00	
Notes of Orange,	25,000 00	
Notes of Holden,	15,000 00	
Notes of Enfield,	14,000 00	
Note of Essex,	10,000 00	
Note of Webster,	20,000 00	
Note of Northampton,	25,000 00	
Note of Quincy,	20,000 00	
Note of Templeton,	10,000 00	
Note of Reading,	10,000 00	
Note of Marshfield,	30,000 00	
Note of Revere,	7,500 00	
Bonds of Woburn, \$22,000,	21,700 00	
	<hr/>	\$524,480 00
Hills Brothers, note and mortgage,		7,500 00
		<hr/>
		\$531,980 00
Bonds of Mass. T. & G. R. R. loan,	\$311,000 00	
" " B. B. lands' loan,	38,000 00	
" " Union loan,	20,000 00	
" " State of Maine,	9,600 00	
	<hr/>	378,600 00
Boston & Albany R. R. stock, 11,124 shares, cost,		1,140,225 25
Cash in the hands of the State treasurer,		14,433 55
		<hr/>
Total fund, January 1, 1876,		\$2,065,238 80

INCOME.

Balance cash in treasury, January 1, 1875, . . .	\$79,696 15
Received income of fund in 1875, . . .	167,655 70
Received on account of superintendent normal schools, returned,	75 37
	<hr/>
	\$247,427 22

PAYMENTS.

Paid to the Mass. school fund, forfeitures, 1874, . . .	\$319 36
cities and towns the moiety of 1875, . . .	89,543 95

Paid Secretary Board of Education,	\$3,400 00	
incidentals, Board of Education,	280 37	
printing, postage, etc., Board of Education,	2,917 15	
support of Normal Schools, \$62,544.10 (less amount charged to revenue account), \$16,000,	46,544 10	
aid to pupils of Normal Schools,	4,000 00	
Normal Art-School,	12,008 81	
	<hr/>	\$159,013 74
Balance cash, January 1, 1876,		\$88,413 48
The moiety due cities and towns for income of 1875, and pay- able January 25, 1876, is,		83,827 85
Balance,		<hr/> \$4,585 63

Respectfully submitted,

JOSEPH WHITE, *Sec. Board of Education*,
CHAS. ADAMS, JR., *Treasurer*,
Commissioners.

JANUARY 18, 1876.

HIGH SCHOOLS.

As the obligations of the towns of the Commonwealth to maintain High Schools is determined by the number of families, or of inhabitants, at the date of the latest census, whether state or national, I present herewith the names of the cities and towns having the requisite number, as appears by the state census of 1875. Those appearing for the first time to have the requisite number of families are printed in italics. The number of such is twenty-five. Inasmuch as the United States census of 1870 did not give the number of families in the several townships, the changes indicated are those which have taken place since the state census of 1865. During this period, many changes have taken place in respect to the boundary of cities and towns, which have affected the results noted. For instance: five cities and towns have been annexed to Boston, each of which was required to maintain a High School. On the other hand, several towns have been created by the division of other towns, or by the uniting of small portions of old towns, and in the towns thus created High Schools are maintained. The remaining additions are the result of the growth of population in the old towns.

CENSUS OF 1875.

Towns having Five Hundred Families and over.

TOWNS.	No. of Families.	Population.	TOWNS.	No. of Families.	Population.
BARNSTABLE CO.			ESSEX CO.—Con.		
Barnstable, . . .	1,136	4,302	Peabody, . . .	1,821	8,066
Chatham, . . .	579	2,274	Rockport, . . .	1,041	4,490
Dennis, . . .	885	3,369	Salem, . . .	5,922	25,955
Falmouth, . . .	557	2,211	Salisbury, . . .	1,061	4,078
Harwich, . . .	861	3,355	<i>Saugus</i> , . . .	568	2,578
Provincetown, . .	1,114	4,357	<i>Swampscott</i> , . .	524	2,128
Sandwich, . . .	837	3,417			
Wellfleet, . . .	517	1,988	FRANKLIN CO.		
Yarmouth, . . .	609	2,264	Deerfield (2), . .	676	3,414
			Greenfield, . . .	806	3,540
BERKSHIRE CO.			<i>Montague</i> , . . .	778	3,380
Adams (2), . . .	2,916	15,760	<i>Orange</i> , . . .	695	2,497
Gt. Barrington, . .	955	4,385			
Lee, . . .	858	3,900	HAMPDEN CO.		
Pittsfield, . . .	2,507	12,267	Chicopee, . . .	2,048	10,331
Sheffield, . . .	514	2,233	Holyoke, . . .	2,944	16,260
Williamstown, . .	711	3,683	Monson, . . .	703	3,733
			Palmer, . . .	926	4,572
BRISTOL CO.			Springfield, . . .	6,981	31,053
Attleborough, . .	1,980	4,578	Westfield, . . .	1,895	8,429
Dartmouth, . . .	857	3,434	<i>West Springfield</i> , .	857	3,739
Easton, . . .	866	3,898	<i>Wilbraham</i> , . . .	551	2,576
Fairhaven, . . .	694	2,768			
Fall River, . . .	8,997	45,340	HAMPSHIRE CO.		
<i>Mansfield</i> , . . .	654	2,656	Amherst, . . .	833	3,937
New Bedford, . .	5,822	25,876	Belchertown, . .	560	2,315
Taunton, . . .	4,399	20,429	Easthampton, . .	730	3,964
Westport, . . .	715	2,912	Northampton, . .	2,197	11,108
			<i>South Hadley</i> , . .	666	3,370
ESSEX CO.			Ware, . . .	836	4,142
Amesbury (4), . .	1,390	5,987			
Andover, . . .	1,032	5,097	MIDDLESEX CO.		
Beverly, . . .	1,790	7,263	Arlington, . . .	807	3,906
<i>Bradford</i> , . . .	531	2,347	<i>Ashland</i> , . . .	508	2,211
Danvers, . . .	1,288	6,024	Cambridge, . . .	10,076	47,838
<i>Georgetown</i> , . .	547	2,214	<i>Chelmsford</i> (2), . .	517	2,372
Gloucester, . . .	3,590	16,754	<i>Concord</i> , . . .	597	2,676
Haverhill, . . .	3,422	14,628	<i>Everett</i> , . . .	819	3,651
Ipswich, . . .	856	3,674	Frammingham (2), .	1,117	5,167
Lawrence, . . .	6,806	34,907	Holliston, . . .	759	3,399
Lynn, . . .	7,467	32,600	Hopkinton, . . .	953	4,503
Marblehead, . . .	1,881	7,677	<i>Hudson</i> , . . .	789	3,493
Methuen, . . .	899	4,205	<i>Lexington</i> , . . .	530	2,505
Newburyport, . .	3,130	13,323	Lowell, . . .	10,027	49,677
North Andover, . .	648	2,981	Malden, . . .	2,287	10,843

Towns having Five Hundred Families and over—Concluded.

TOWNS.	No. of Families.	Population.	TOWNS.	No. of Families.	Population.
MIDDLESEX—Con.			PLYMOUTH—Con.		
Marlborough, . . .	1,760	8,424	Hingham, . . .	1,118	4,654
Medford, . . .	1,443	6,627	Middleborough, . . .	1,197	5,023
Melrose, . . .	917	3,990	Plymouth, . . .	1,534	6,370
Natick, . . .	1,594	7,419	Rockland, . . .	926	4,203
Newton, . . .	3,200	16,105	Scituate, . . .	613	2,463
Reading, . . .	779	3,186	South Abington, . . .	582	2,456
Somerville, . . .	4,746	21,868	Wareham, . . .	655	2,874
Stoncham, . . .	1,230	4,984			
Townsend, . . .	554	2,196	SUFFOLK Co.		
Wakefield, . . .	1,274	5,349	Boston (8), . . .	70,475	341,919
Waltham, . . .	2,038	9,945	Chelsea, . . .	4,549	20,695
Watertown, . . .	1,044	5,099			
Winchester, . . .	661	3,099	WORCESTER Co.		
Woburn, . . .	2,089	9,568	Ashburnham, . . .	539	2,141
NANTUCKET, . . .	938	3,201	Athol, . . .	1,062	4,134
NORFOLK Co.			Barre, . . .	566	2,460
Braintree, . . .	929	4,156	Blackstone, . . .	989	4,640
Brookline, . . .	1,338	6,675	Brookfield, . . .	619	2,660
Canton, . . .	859	4,192	Clinton, . . .	1,288	6,781
Cohasset, . . .	523	2,197	Douglas, . . .	542	2,202
Dedham, . . .	1,253	5,756	Dudley, . . .	527	2,653
Foxborough, . . .	759	3,168	Fitchburg, . . .	2,694	12,289
Franklin, . . .	636	2,983	Gardner, . . .	911	3,730
Hyde Park, . . .	1,350	6,316	Grafton, . . .	951	4,442
Medway (3), . . .	956	4,242	Leicester, . . .	644	2,770
Milton, . . .	574	2,738	Leominster, . . .	1,222	5,201
Needham, . . .	934	4,548	Milford, . . .	2,103	9,818
Quincy, . . .	1,941	9,155	Millbury, . . .	940	4,529
Randolph, . . .	892	4,061	Northbridge, . . .	805	4,030
Stoughton, . . .	1,148	4,842	North Brookfield, . . .	850	3,749
Walpole, . . .	520	2,290	Oxford, . . .	691	2,938
Weymouth (2), . . .	2,188	9,819	Southbridge, . . .	1,137	5,740
Wrentham, . . .	582	2,395	Spencer, . . .	1,125	5,451
PLYMOUTH Co.			Sutton, . . .	639	3,051
Abington (2), . . .	776	3,241	Templeton, . . .	655	2,764
Bridgewater, . . .	777	3,969	Uxbridge, . . .	648	3,029
Brockton, . . .	2,308	10,578	Warren, . . .	675	3,260
Duxbury, . . .	571	2,245	Webster, . . .	1,095	5,059
East Bridgewater, . . .	684	2,808	Westborough, . . .	978	5,140
			West Boylston, . . .	629	2,902
			Winchendon, . . .	895	3,762
			Worcester, . . .	10,608	49,265

From this statement, it appears that there are one hundred and fifty-one towns having over five hundred families each, and therefore required to maintain a High School. Of this number, six have failed to comply with the law last year; to wit, Har-

wich, Swampscott, Wilbraham, South Hadley, Warren, and West Boylston. In its remaining one hundred and forty-five cities and towns, one hundred and sixty-two High Schools were kept—eight of them in Boston—for not less than nine months each, excepting only that in Townsend, which was three months and five days.

In addition to the above, the returns show that forty High Schools were kept in thirty-eight towns not required by law to maintain them.

The following table gives the names of the towns arranged by counties, with the number of High Schools in each, the length expressed in months and days:—

TOWNS.	Number of Families.	Population.	Number of High Schools.	Length of School-term.
BARNSTABLE COUNTY.				Mos. Dys.
Orleans,	385	1,373	1	10
BERKSHIRE COUNTY.				
Hinsdale,	329	1,571	1	7-5
Lenox,	394	1,845	1	9-10
Stockbridge,	468	2,089	1	9-15
DUKES COUNTY.				
Edgartown,	492	1,707	1	9
FRANKLIN COUNTY.				
Bernardston,	246	991	1	8-10
Conway,	336	1,452	1	8-7
Shelburne,	357	1,590	1	8-5
HAMPDEN COUNTY.				
Brimfield,	275	1,201	1	10
Southwick,	265	1,114	1	8
HAMPSHIRE COUNTY.				
Granby,	192	812	1	8
Hatfield,	329	1,600	1	10
Southampton,	259	1,050	1	6
Williamsburg,	445	2,020	2	*8
MIDDLESEX COUNTY.				
Ayer,	445	1,872	1	10
Belmont,	376	1,937	1	10
Burlington,	147	650	1	5
Lincoln,	168	834	1	9
Maynard,	397	1,965	1	3-5
Pepperell,	470	1,924	1	6

* Each.

TOWNS.	Number of Families.	Population.	Number of High Schools.	Length of School-term.
MIDDLESEX Co.—Con.				Mos. Dys.
Sherborn,	232	999	1	6-10
Stow,	261	1,022	1	6-15
Tyngsborough,	165	665	1	4
Weston,	256	1,282	1	9
Wilmington,	219	879	1	8-15
NORFOLK COUNTY.				
Holbrook,	411	1,726	1	10
Medfield,	269	1,163	1	10
Norwood,	371	1,673	1	9-19
PLYMOUTH COUNTY.				
Hanover,	402	1,801	1	5-18
Kingston,	393	1,569	1	9-10
Mattapoisett,	335	1,361	1	10
WORCESTER COUNTY.				
Bolton,	241	987	1	10
Boylston,	191	895	1	3
Laicester,	430	1,957	1	9-15
Mendon,	282	1,176	1	5-15
Northborough,	320	1,398	1	10
Shrewsbury,	377	1,524	1	9-10
Southborough,	429	1,986	1	9
Upton,	480	2,125	1	5-10
Westminster,	426	1,712	1	5-10

Number of schools kept from 9 to 10 months,	20
of schools kept from 6 to 9 months,	12
of schools kept less than 6 months,	8
	40

I have alluded, in another connection, to the practice, which has recently sprung up and is happily increasing, of maintaining these schools for short terms in the small towns, where there is not the ability, or it is not convenient to maintain them for the full school year.

I regard it as a hopeful sign of healthful progress, and respectfully, but earnestly commend the example to other towns similarly situated as one eminently worthy of imitation.

TEACHERS' INSTITUTES.

Eight have been held during the autumn and early winter. I give the accounts of them as reported to me by Messrs.

Phipps and Walton, under whose charge they were held. Mr. Phipps was aided by Mr. Kneeland, agent of the Board for Norfolk County, and Mr. Walton by Mr. Hubbard, agent for Worcester County and eastern Franklin County.

Mr. Phipps writes as follows :—

*“Institute at Orleans, Barnstable County, November 3-5.—*Number of registered attendants, 100. Number of actual attendants was considerably more. Every town in the county, except Mashpee, was represented by some of its teachers and members of school committees, and, in some instances, by all. The day sessions were very well attended by the citizens, and the town-hall was filled at each of the evening lectures. Wednesday evening a lecture was given by Mr. Phipps; Thursday evening, by Mr. Walter Smith, State Director of Art-Education; Friday evening, by Mr. G. G. Hubbard, a member of the Board, and another by Mr. Secretary White. Readings were given at the close of each lecture by Miss Isabelle S. Horne, elocutionist. The exercises and lectures at the day sessions were: two by Mr. A. G. Boyden, two by Mr. John Kneeland, three by Mr. Phipps, two by Miss Horne, one by Mr. Smith, one by Mr. G. G. Hubbard, and one by Mr. White. It was, in all respects, a very satisfactory Institute.

*“Institute at Lexington, Middlesex County, January 12-14.—*Number of regular attendants, 70. This number would have been much larger if the schools in many of the neighboring towns had not been closed a fortnight previously, to give the teachers an opportunity to attend the State Teachers' Association, held in Boston. In one or two of the large towns certain local reasons unavoidably prevented the attendance of the teachers. Wednesday evening, a lecture was given by Prof. E. S. Morse, of Salem; Thursday evening, by Secretary White; Friday evening, by Prof. W. H. Niles, of Cambridge. The exercises and lectures at the day sessions were: three by Mr. Phipps, two by Prof. D. B. Hagar, two by Prof. A. G. Boyden, two by Mr. John Kneeland, two by Miss I. S. Horne, one by Mr. E. A. Hubbard, and one by Prof. Niles. In everything, except in the small number of teachers in attendance, compared with what might, at some other season of the year, have been expected, this Institute was a decided success, and has elicited numerous expressions of satisfaction from the school committee and citizens of Lexington. Their appreciation of it was shown by a constantly increasing attendance at the day sessions, and by the large audiences at the evening lectures, in the spacious and beautiful town-hall, in which all the exercises were held.”

The following is the statement of Mr. Walton :—

“Teachers’ Institutes have been held as follows :—

“*At South Adams, October 13-15.*—There were 120 teachers and committees present. Evening lectures were given by Mr. E. A. Hubbard, Prof. Sanborn Tenney and Secretary Joseph White. Day exercises were given as follows : By E. A. Hubbard, 3 ; by J. W. Dickinson, 3 ; by B. W. Putnam, 1 ; by Mrs. G. A. Walton, 4 ; by G. A. Walton, 4.

“*At Orange, October 20-22.*—There were 175 teachers and committees present. Evening lectures were given by Geo. A. Walton, by Rev. A. D. Mayo and by Secretary Joseph White. Day exercises were given as follows : By Prof. Walter Smith, 2 ; by J. W. Dickinson, 3 ; by E. A. Hubbard, 3 ; by Mrs. G. A. Walton, 3 ; by Mr. G. A. Walton, 3.

“*At Haydenville, November 10-12.*—There were 110 members. Evening lectures were given by E. A. Hubbard, by Prof. Walter Smith and by Secretary Joseph White. Day exercises were given as follows : By G. A. Walton, 4 ; by E. A. Hubbard, 3 ; by J. W. Dickinson, 2 ; by Mrs. G. A. Walton, 3 ; by Prof. Walter Smith, 1.

“*At Belchertown, December 1-3.*—There were 60 members present. Evening lectures were given by G. A. Walton, by Rev. J. L. Jenkins, by B. W. Putnam and by Secretary Joseph White. Day exercises were given as follows : By E. A. Hubbard, 3 ; by J. W. Dickinson, 2 ; by B. W. Putnam, 2 ; by Mrs. G. A. Walton, 3 ; by G. A. Walton, 4.

“*At Fitchburg, December 8-10.*—One hundred and thirty-five teachers and committees present. Evening lectures were given by G. A. Walton, B. W. Putnam and Prof. W. H. Niles. Day exercises were given as follows : By E. A. Hubbard, 1 ; by E. H. Russell, 2 ; by B. W. Putnam, 2 ; by J. G. Edgerly, 1 ; by Mrs. G. A. Walton, 3 ; by G. A. Walton, 3 ; by Secretary White, 1.

“*At Brimfield, January 19-21.*—The evening lectures were delivered by Mr. Hubbard, Mr. Smith, art-director, and Prof. Niles. Day exercises were given as follows : By Prof. Walter Smith, 1 ; by E. A. Hubbard, 2 ; by G. A. Walton, 3 ; by Mrs. G. A. Walton, 3 ; by Mr. Kneeland, 2 ; by Mr. Scott, of Westfield Normal School, 2.

“Each evening lecture was followed by interesting and instructive readings given by Mrs. Walton.”

DEAF-MUTES.

As required by chapter 311, section 2, of the laws of 1867, the following statement is made of the number of deaf-mute pupils under instruction during the school years of 1874-5, in

the several schools patronized by the State, and the present number of such pupils ; and the amount paid in their behalf from the treasury, from January 1, 1875, to January 1, 1876. In—

American Asylum.

Number of pupils during the past year,	.	.	.	.	67
admitted the present year,	.	.	.	.	9
in the institution, January 1, 1876,.	.	.	.	.	61

Clarke Institution.

Number of pupils during the past year,	.	.	.	.	50
admitted the present year,	.	.	.	.	12
present, January 1, 1876,	.	.	.	.	48

These are distributed in seven classes.

Boston School.

Number of pupils during the past year,	.	.	.	.	63
admitted the present year,	.	.	.	.	7
the present year,	.	.	.	.	59

Whole number now in the three schools,	168
--	---	---	---	---	-----

The annual expense paid by the Commonwealth for the maintenance of a pupil in each school, is as follows :—

At the American Asylum, for board and tuition,	.	.	.	\$175 00
the Clarke Institution, for board and tuition,	.	.	.	250 00
the Boston School, for tuition,	.	.	.	100 00

The following sums were paid to these institutions during the year 1875 :—

To the American Asylum,	.	.	.	.	\$12,390 29
the Clarke Institution,	.	.	.	.	11,415 00
the Boston School,	.	.	.	.	6,577 35
Total,	.	.	.	.	\$30,382 64

These sums fall far short of the actual cost of a pupil in the several schools, especially in the matter of instruction, the nature of which is such as to necessitate a subdivision into

much smaller classes than can be successfully taught in the ordinary schools. The reduction in price is due to the fact that the American Aylum and Clarke Institution hold liberal endowments from public and private munificence, and that the Boston School draws its support from annual taxation, it being a city free school.

These institutions are doing a noble work. They are unstopping deaf ears; they are literally making the dumb to speak, and thus opening up to an unfortunate, deserving and numerous body of the young, equally with their more fortunate brothers and sisters, the avenues to knowledge and culture, to successful industry, to wider social relations, and so to enlarged usefulness and happiness for themselves and the community.

I doubt not that all intelligent citizens will cordially respond to the sentiment that institutions like these, which aim to restore to the intelligent service of the State the lives which would otherwise be lost to it, deserve, not only cordial commendation, but, also, and more especially, a vigorous and wise support; certainly to the extent of unsparing pains to bring the privileges, which they are capable and desirous of affording, within the reach of every child deprived of speech. And especially so since the Commonwealth makes ample provision for this purpose.

And yet the whole number of educated persons sent from the schools at the close of the last school year did not exceed 40, and the whole number of pupils now in them, as appears above, is but 168. According to a carefully prepared census, made in 1873-4, the number of deaf-mutes, of all ages, in the Commonwealth, was 1,197. Of this number, not less than 303 were between the ages of five and twenty years; leaving 135 between these ages not at school. Why should not these, also, who are shut out from the Common Schools by no fault of their own, and many of them through the inability of parents or guardians to provide instruction for them, doomed to lives of ignorance and helplessness, be diligently sought out, and enrolled in the schools so liberally provided for them? Surely there can be no lack of motive for such a "watch and ward" as this implies, whether viewed as the prompting of a generous philanthropy, or of an enlightened patriotism.

In a former report I ventured to invite the attention of the school committees of the Commonwealth to this subject, urging its importance to the community, and its intimate relation to the duties devolving upon them as the guardians of the Public Schools. Recent enactments have brought the class, of which I speak, more closely within their view, and thus more emphatically urge upon their attention its need of educational privileges.

By the law of 1874, the school committee and not the assessors, as heretofore, are required to ascertain the names and ages of all belonging to their respective towns and cities, on the first day of May, between the ages of five and fifteen years, to make a record thereof, and to transmit a certificate, under oath, to the Secretary of the Board of Education. The proper discharge of the duty thus imposed brings the class of which I speak, plainly within the knowledge of the committee. Indeed, the list thus made being the basis of pecuniary returns to the towns, there is little likelihood that the deaf-mutes will be left out.

Moreover, the recently enacted law relating to enforcing school attendance, is to be executed by officers chosen by the school committee, and always acting under their direction.

Now, the intent of these Acts, and of the body of enactments of which they are a part, is to give to *every* child in the Commonwealth that education which alone prepares him to discharge the duties of citizenship. And, by virtue of their provisions, and of the suffrages of their fellow-citizens, the school committee are made the guardians, so far as the business of education is concerned, of the youth of their respective municipalities.

I respectfully submit, therefore, that while the education of the deaf-mutes and the blind is not, in terms, committed to the charge of the school committee, yet the plain intent and spirit of law do so plainly bring these unfortunate classes within their appropriate sphere of duty, that the neglect or ignoring of their claims to aid can hardly be excused; while they cannot, by the aid of a compulsory law, force the parent to send his mute child away from home to the appropriate school, still they can show him that the Commonwealth has provided the means for instructing his child, and is pledged to give them for the asking.

Would it not be a notable and honorable feature in their annual report, that every child in their town, of the proper age, not only those who are physically and mentally "whole," but also the deaf and mute, the blind, and the feeble-minded even, are gathered into their appropriate places of instruction. Such a report would be a record of duty thoroughly discharged, and richly merit the plaudit, "Well done."

Liberal extracts from the annual reports of the American Asylum, and the Clarke Institution, together with the terms of admission to each, will be found in the Appendix.

LEGISLATION.

The following "Act relating to Institutions for the Education of the Deaf and Dumb, and the Blind," was passed at the last session of the legislature :—

Be it enacted, &c., as follows :

Such duties with reference to institutions for the instruction of the deaf and dumb, and of the blind, as are now vested in the board of state charities, are hereby transferred to and vested in the board of education; and such institutions, when aided by a grant of money from the state treasury, shall make report to the said last-named board instead of to the former, as prescribed by chapter two hundred and forty-three of the acts of the year one thousand eight hundred and sixty-seven. [*Approved April 10, 1875.*]

So far as the deaf and dumb are concerned, this Act enjoins no new duties upon the Board of Education. The Act of 1867 required the performance of the same, together with additional ones. The main scope of the Act is to place the education of the blind under the same general supervision as that of the deaf and dumb. The object in view, in respect to both classes, was to give a practical recognition and emphasis to the fact, that the provision made by the Commonwealth for their education, is not an act of charity, but of simple duty, the same both in principle and policy, as that which is the basis of all her legislation respecting the education of her youth.

It is to be hoped that the time is not far distant when, following the example of most of her sister States, Massachusetts will make the education of these unfortunate classes, as in the

case of those whose faculties are unimpaired, absolutely free to the children of the poor and the rich alike.

In the case of the institutions for the education of the deaf and dumb, the aid granted by the Commonwealth is not a gross sum paid to the school, but a specified amount paid for the tuition, and board when furnished, of each pupil sent thereto by the governor. With respect to the blind, the mode is different: an appropriation is annually made in aid of the "Perkins Institution and Massachusetts Asylum for the Blind," in consideration of which the Institution holds itself responsible for the education of such persons as shall be sent thereto by the governor as state pupils.

The amount so granted has for several years been \$30,000. This has been expended for the general purposes of the Institution, and no specific account of its expenditure in distinction from that of other funds is practicable. The treasurer's account accompanies the annual report of the director, which forms one of the series of "permanent documents," and is annually bound with them.

No report has been made to the Board from the Perkins Institution, an omission doubtless owing to the waning health, during the summer and autumn, which has since terminated in the lamented death of its distinguished and philanthropic director, Dr. Samuel G. Howe.

The following paragraphs from the report of the Trustees, pleasantly recognize the foregoing Act of the legislature:—

"We take pleasure in informing the Corporation that the Institution has been placed by law under the supervision of the Board of Education, instead of that of the Board of State Charities.

"Although purely educational in character, aims and purposes, it was liable, until last year, to be classed among the eleemosynary establishments of the State. This change of jurisdiction, removing as it does all risk of misunderstanding regarding the character of the Institution, has given great satisfaction to its pupils and friends."

I invite attention to extracts made from the late annual reports of the Perkins Institution, which cannot fail of being read with interest, especially by those who may not have been conversant with its purposes, its methods of training, and their grand results. (See Appendix.)

As suggested in the commencement, and for reasons which have, I believe, met your approval, this Report has been confined to a statement of the ordinary topics which are expected to be noticed, while others requiring a fuller treatment have been reserved for a supplementary report.

JOSEPH WHITE.

BOSTON, January, 1876.

A P P E N D I X.

AMERICAN ASYLUM.

[From the Report of the Principal.]

The manual labor performed by our pupils is an important part of their education, not only for the sake of forming habits of industry and usefulness, but as actually furnishing a reliable means of support. Forty-nine of the smaller boys, and five girls, have worked in the tailor's shop during the year, and have made by hand ninety-nine pairs of pantaloons, sixty-six coats, forty-four vests, and sixty-eight aprons, most of which have been used within the Institution. Besides this, they have done a large amount of repairing. The tailor's trade is not thoroughly taught, as the boys prefer to go into one of the other shops when about fifteen years old. Many of them, however, can make a good use of their skill at tailoring for their own benefit. The few girls who can work in this shop, usually learn to be good tailoresses.

Thirty-three boys have worked in the shoe-shop, and have made about eight hundred pairs of shoes, and one hundred pairs of boots, and also have done considerable custom-work, besides all the repairing for the pupils. A large part of what is made is furnished to the boys, and the remainder is sold to dealers. Three hours a day are spent in the shop, and ordinarily it requires about four years for a boy to become a good workman. Ten of the boys are able now to earn two dollars a day at this trade.

Forty-one boys have been employed in the cabinet-shop, and have made one hundred and fifty-two plain leaf-tables, and two hundred and seventy-three ironing and saloon tables, and a quantity of fine work to order. They turn out bureaus, book-cases, wardrobes, counting-house desks and secretaries. Their work, being all done by hand, is substantial, and the best of it will compare well with that of other shops. The boys have also been engaged in supplying a number of the school-rooms with new double desks, made of ash, in the place of the old ones which had become dilapidated. Besides this, they have done small repairs upon the building and its furniture. Ten of the boys have learned the cabinet-making trade sufficiently to go into a shop and support themselves.

The girls, although most of them are taught no trade, learn many useful household arts, and accomplish a great deal of work. They sweep, make beds, wash dishes, knit, mend their own clothing and that of the boys, make their own clothing, and also the linen for the establishment. Their work is

frequently changed, so as to shift the burden, and give all a variety. Many a mother has reason to be grateful for the habits of thrift and industry which her daughter has learned at the Asylum.

Mr. Bell's method of "Visible Speech" has been used in teaching articulation in the same way as during last year. Forty pupils in all have been instructed in this branch for one hour a day. This class is a little smaller than that of last year, which numbered forty-six. Two of the forty pupils have left school, one has died, and eight have been dropped after trial as unpromising cases, so that the class numbers twenty-nine at the date of this report. Fourteen of the class are semi-mutes, who had gained more or less knowledge through the ear, before losing hearing. The power of speech, which is soon lost by disuse, has been improved and enlarged, and in some cases much which had been forgotten has been recalled and preserved, and the pupil saved from becoming absolutely mute.

All the class have had constant practice upon the elementary sounds and their combinations, and various exercises to strengthen and regulate the breathing and develop the voice. They have read for the most part in the books used in the other classes, such as Hillard's Primary Reader, Picture-Teaching, Near Home, The Manual of Commerce, and Hooker's Child's Book of Nature, and in geography the names of the most important places. The reading lessons from these books are first written upon large sheets of paper in Visible Speech symbols, with the inflections and accent indicated, to insure the proper pronunciation. The pupil practises upon them by himself, and then reads to the teacher, who makes the necessary corrections. The pupil then learns to read the same lesson from the book by comparison. This process of translation is necessary to introduce the pupil to reading and speaking, to teach the power of the letters, and form the habit of speaking with expression. There is also constant practice in questions and answers, and in a variety of exercises in simple language. The pupils are encouraged to volunteer to say something original every day, in order to make them think in spoken language, and all but the youngest—at least three-fourths of them—do so. They write what they wish to say in a little book, and bring it to the teacher, thus preserving what they have learned, and avoiding repetition.

Reading from the lips has been taught. With beginners, pictures are shown, and questions asked about them. To the older ones, lessons and stories are read, which they write upon the slate, or repeat. The progress of this class has been necessarily interfered with by the prevalence of the mumps among the pupils, and by the death of Miss Sweet, and the introduction of her successor.

After a trial of three years, we are confirmed in the opinions stated in our last report, as to the great value of Visible Speech wherever articulation is taught to deaf-mutes, and we see no reason to modify them essentially. Experience strengthens the opinion, that, aside from the semi-mutes and the semi-deaf, the number of deaf-mutes to whom it is profitable to teach articulation in our Institution, is quite small.

The school, except the department of articulation, is divided into fourteen classes, taught by as many instructors, and numbered from first to thirteenth, the latter being the youngest, and the Gallaudet high class the most

advanced. Two classes of new pupils are usually formed each year, at the opening of the term in September. Classes are ordinarily made up of those pupils who entered in the same year, but also with reference to attainments. A thorough examination is held at the close of the summer term, the result of which determines the pupil's standing for the next year.

The thirteenth class has been taught by Miss Wing, a semi-mute lady, and a graduate of our high class, and consists of eighteen pupils,—twelve boys and six girls,—who entered school last September. They have studied Mr. Keep's First Lessons, and Dr. Peet's Scripture Lessons. They have learned to read and spell many words, and can write simple sentences and short stories.

The twelfth class, which entered at the same time, has been taught by Mr. Keep. It contains seventeen pupils,—ten boys and seven girls,—and has followed the same course of study as Miss Wing's class.

The eleventh class has been taught by Miss Larned, and is composed of six boys and seven girls, some of whom have been in school two years, some three, and some four. They have studied Jacobs' First Lessons, picture-reading, Keep's First Lessons, addition, and Scripture lessons.

The tenth class, composed of sixteen pupils,—ten boys and six girls,—has been taught by Miss Mann, and entered school two years ago. They have studied Jacobs' First Lessons, Hillard's Primary Reader, with descriptions of the pictures and questions and answers in regard to them, addition and subtraction, and Scripture lessons.

The ninth class, taught by Mr. Weeks, contains five girls and thirteen boys, and is the oldest portion of the pupils who entered two years ago. They have studied Jacobs' First Lessons, picture-reading, Keep's School Stories, addition, subtraction, and multiplication, and Scripture lessons.

The eighth class, taught by Miss Kellogg, consists of ten boys and five girls, whose time in school varies from three to four years. They have studied descriptions of pictures in Hillard's Primary Reader, Peet's Elementary Lessons, part third, primary geography, addition, subtraction, and multiplication, and Scripture lessons. Up to the fourth year, books specially prepared for the deaf and dumb are used chiefly, to introduce the pupil gradually into general language, and enable him to take up books written for hearing children.

The seventh class, composed of sixteen pupils, half of whom are boys, has been taught by Miss Hammond. Their time under instruction is three years. Their studies have been picture-teaching, Peet's Elementary Lessons, part third, geography, multiplication, and Scripture lessons.

The sixth class consists of six girls and thirteen boys, and has been under the instruction of Mr. Bird. They have been at school four and five years. They have studied History of the United States, Guyot's Elementary Geography, Near Home, or the Countries of Europe Described, Division, and Federal Money, and the Scripture Question-Book.

The fifth class, taught by Miss Camp, is composed of seven girls and ten boys, most of whom are in their fifth year in school. Their studies are the same as those of the sixth class.

The fourth class, containing seventeen pupils,—six girls and eleven boys,—is taught by Miss Caroline Sweet. This class is mainly formed of the less

advanced portions of former classes, and its different members have been at school five, six, and seven years. They also have pursued the same studies as the sixth class.

The third class, under the charge of Mr. Bartlett, has fifteen members,—four girls and eleven boys,—who have been under instruction five, six, and seven years. They have studied Parley's History of the World, Colburn's Mental Arithmetic, Felter's Practical Arithmetic through Federal Money, and the Scripture Question-Book.

The second class of fourteen members—five of whom are girls and nine boys—has been taught by Mr. Storrs. Their school age is six years. Their studies have been Harper's School History of the United States, Camp's Intermediate Geography, Parley's History of the World, Common and Decimal Fractions, English Grammar and the Analysis of Sentences, although no text-book in grammar has been used, and Bible Lessons.

The first class contains eight girls and six boys, mostly in their seventh year at school, and is taught by Mr. Williams. They have studied Harper's School History of the United States, Parley's History of the World, Geography in connection with History, Grammar, and Analysis, Fractions and Compound Numbers, and Bible Lessons.

The high class is taught by Mr. Bull, and consists of thirteen pupils, who have been at school from seven to ten years, and all of whom are boys, except one. The full course of study in this class covers three years, and comprises the following studies: Berard's History of England, Physical Geography, Anatomy, Physiology and Hygiene, Botany, Arithmetic, Algebra, Natural Philosophy, English Grammar and Composition, The Vicar of Wakefield, and the Sketch Book as text-books in the study of the English language, Allen's Latin Reader and Grammar, and Bible Lessons.

All the classes have frequent practice in the use of simple language, and the writing of stories and compositions according to their ability, and in going over the various text-books much attention is given to the study of language in addition to the acquisition of mere facts. The specimens of composition appended to the report give a fair idea of the progress of the pupil at the different stages of the course. A regular monthly exercise of the school is the writing of letters, which, except in the younger classes, are without suggestion, and with slight correction, and exhibit to friends a journal of the advancement made.

The regular course of instruction occupies seven years. Many pupils, however, do not remain during this time. Those who complete this course acquire a good common-school education. As is shown by the list of studies, they have a fair knowledge of arithmetic, geography, and history, and a moderate acquaintance with our language, with ability to express themselves intelligibly by writing. The few who are able to enter the high class, about one in fifteen, enjoy there the opportunity of further culture. From year to year our pupils leave this class, and enter the Deaf-Mute College at Washington; and some after graduating there with honor, are already filling important stations in life, from which they would have been debarred without such training. With no wish to boast, we may safely claim that nowhere are advantages offered to deaf-mutes for acquiring education, superior to those furnished by the Asylum.

If we look back fifty-eight years, to the time when Mr. Gallaudet gathered his first class into this the pioneer school of the Western World, and contrast those days with the present, when in fifty institutions scattered all over the land, five thousand pupils are assembled and taught by three hundred instructors, with such educational advantages, and amid so much comfort, there is abundant cause for gratitude to Almighty God for this marvellous change.

To the watchful providence which has kindly cared for this institution in the past, we would confidently commit it, with all its interests, for the future

Respectfully submitted.

EDWARD C. STONE, *Principal*.

HARTFORD, May 8, 1875.

TERMS OF ADMISSION.

I. The Asylum will provide for each pupil board, lodging, and washing, the continual superintendence of health, conduct, manners, and morals, fuel, lights, stationery, and other incidental expenses of the school-room, for which, including TUITION, there will be an annual charge of one hundred and seventy-five dollars.

II. In case of sickness, the necessary extra charge will be made.

III. No deduction from the above charge will be made on account of vacation or absence, except in case of sickness.

IV. Payments are always to be made six months in advance, for the punctual fulfilment of which a satisfactory bond will be required.

V. Each person applying for admission must be between the ages of EIGHT and TWENTY-FIVE years; must be of good natural intellect, capable of forming and joining letters with a pen legibly and correctly, free from any immoralities of conduct, and from any contagious disease.

Application for the benefit of the legislative appropriations in the States of Maine and New Hampshire should be made to the secretaries of those States respectively,—in Massachusetts to the secretary of the Board of Education,—in each case stating the name and age of the proposed beneficiary, and the circumstances of his parents or guardian. Applications as above in Vermont, Rhode Island, and Connecticut, respectively, should be made to His Excellency the Governor of the State. In all cases a certificate from two or more of the selectmen, magistrates, or other respectable inhabitants of the township or place to which the applicant belongs, should accompany the application.

Those applying for the admission of *paying pupils*, may address their letters to the principal of the Asylum, and on all letters from him respecting the pupils, postage will be charged.

The time for admitting pupils is the *second Wednesday of September*, and at no other time in the year. Punctuality in this respect is very important, as it cannot be expected that the progress of a whole class should be

retarded on account of a pupil who joins it after its formation. Such a pupil must suffer the inconvenience and the loss.

It is earnestly recommended to the friends of the deaf and dumb to have them taught to write a fair and legible hand before they come to the Asylum. This can easily be done, and it prepares them to make greater and more rapid improvement.

When a pupil is sent to the Asylum, unless accompanied by a parent or some friend who can give the necessary information concerning him, he should bring a written statement embracing specifically the following particulars:—

1. The name in full.
2. Post-office address and correspondent.
3. Day, month, and year of birth.
4. Cause of deafness.
5. Name of the parents.
6. Names of the children in the order of their age.
7. Were the parents related before marriage? If so, how?
8. Has the pupil deaf-mute relatives? If so, what?

The pupil should be *well clothed*; that is, he should have both summer and winter clothing enough to last one year, and be furnished with a list of the various articles, each of which should be marked. A small sum of money—not less than five dollars—should also be deposited with the steward of the Asylum, for the personal expense of the pupil not otherwise provided for.

Packages of clothing, or boxes sent by express, will reach the pupils safely.

The express charges should in all cases be prepaid.

Careful attention to these suggestions is quite important.

There is but one vacation in the year. It begins on the last Wednesday of June, and closes on the second Wednesday of September. It is expected that the pupils will spend the vacation at home. This arrangement is as desirable for the benefit of the pupils, who need the recreation and change of scene, as for the convenience of the Institution, thus affording opportunity for the necessary painting, cleansing, etc. The present facilities for travel enable most of the pupils to reach home on the evening of the day they leave Hartford. Every pupil is expected to return punctually at the opening of school on the second Wednesday of September.

On the day of the commencement of the *vacation*, an officer of the Asylum will accompany such pupils as are to travel on the railroads between Hartford and Boston, taking care of them and their baggage, on condition that their friends will make timely provision for their expenses on the way, and engage to meet and receive them immediately on the arrival of the *early* train at various points on the route previously agreed on and at the station of the Boston & Albany Railroad in Boston. A similar arrangement is made on the Connecticut River Railroad as far as to White River Junction. No person will be sent from the Asylum to accompany the pupils on their return, but if their fare is paid, and their trunks checked to Hartford, it will be safe to send them in charge of the conductor.

CLARKE INSTITUTION.

[From the Report of the Corporation.]

To the Board of Education.

GENTLEMEN :—The Eighth Annual Report of the Clarke Institution for the year ending September 1, 1875, is herewith submitted.

The whole number of pupils at the date of this Report is 62, against 59 one year ago. Our first class having graduated on the thirteenth day of July last, this seems a suitable occasion to give a brief history of the origin of this Institution, the plan of its founders, its development and present operation, and to review some of the changes which have taken place in the instruction of the deaf in our country.

Previous to the organization of this Institution, the sign-language was believed, in this country, to be the best and only efficient method of instruction for the deaf. The reports of the Hon. Horace Mann, in favor of the German system of articulation, had attracted attention, and gentlemen from our oldest institutions had been sent abroad to examine into the subject. Their reports were only partially favorable, and the efforts to ingraft the German system of articulation upon the French system of signs then in use in our country, proved a failure. The Manual alphabet was used to considerable extent, but the sign-language was the natural and the acquired language of the deaf-mute. The term of instruction was six years, commencing at about twelve years of age. In 1862, a little child of five years, the daughter of the president of this Institution, lost her hearing. Her parents, anxious to know how best they could commence her education, applied to gentlemen connected with institutions for the deaf, and were told that she could not be admitted into their schools until she was ten or twelve years old. In answer to further questions, they were assured that she would probably lose her speech in three months; but that, even if her articulation was retained, it would be so imperfect and disagreeable, as to be absolutely painful.* Two years later, when a prominent teacher of the deaf heard her speak and read from the lips, his principal comment was, "O, but she will lose the beautiful language of signs." Notwithstanding these discouragements, every effort was used to retain her speech and teach her to read from the lips, with a success which, if not all that her parents then hoped for, is a constant source of congratulation and thankfulness to them, to her, and to

* In a tract by one of the professors of the American Asylum in 1867, the writer advocated the use of signs, and says: "The filing of a saw and the shriek of a steam-whistle combined, could not produce a more disagreeable sound, than that which is made in some of these artificial attempts at speech by the deaf and dumb."

her friends. Assured of the importance of the early education of a deaf child, as well as of the advantages of articulation and lip-reading, anxious that the system should be fairly tried for the benefit of other deaf children, and satisfied that this could not be done in schools and with teachers who thoroughly believed in sign-language as the only effectual means of instruction for the deaf, the president of this Institution applied to the legislature of Massachusetts, in 1864, for a charter and an appropriation for a new Institution for the instruction of those too young to be received at Hartford, and for those who could hear a little or had once spoken. This application was opposed by Messrs. Stone and Keep, of the American Asylum, on the ground that the "logic of facts was entirely against the system of articulation," and that "the instruction of the deaf by articulation was a theory of visionary enthusiasts, which had been repeatedly tried and abandoned as impracticable." Mrs. Edwin Lamson, of Boston, formerly a teacher at the blind asylum of Laura Bridgman and Oliver Caswell, who were both blind and deaf, was present at the hearing. Mrs. Lamson gave her evidence against the use of signs in the instruction of the deaf, and in favor of the Manual alphabet, and the experiment of teaching articulation. The attention of Mrs. Cushing, of Boston, who had a deaf daughter, was attracted by the discussion, and, after careful consideration, she determined that her child should be taught articulation. By the advice of Mrs. Lamson, Mrs. Cushing applied to Miss Rogers, then known as a skilful teacher of speaking children, who, with some hesitation, undertook the task.

A few months of earnest effort convinced Miss Rogers of the great advantages of this system, and so enlisted her sympathies and energies, that she determined to devote her life to the work, if a suitable number of pupils could be secured, and the means to support a school provided.

In 1865, a meeting was called at the house of Mrs. Lamson, in Boston, at which Miss Rogers explained what had already been accomplished, and her plans for the future. A sum sufficient to defray the expenses of the undertaking was subscribed by several gentlemen, and, in November, 1865, the following advertisement was published:—

"Miss Rogers proposes to take a few deaf-mutes as pupils for instruction in articulation and reading from the lips, without the use of signs or the finger alphabet. The number is limited to seven, two of whom are already engaged."

In June, 1866, she opened her school at Chelmsford, with five scholars. Another entered in September, and two more in the spring of 1867, and at the expiration of one year she had obtained the desired number of pupils. The success attending these efforts having proved that it was not a visionary scheme, but a practical work, its friends determined to make a second application to the legislature. Dr. S. G. Howe, the chairman of the Board of State Charities, and F. B. Sanborn, Esq., secretary, also advocated an improved system of instruction in their second and third annual reports, and recommended that the education of the deaf should be commenced at an earlier age, continued for a longer period, and that schools should be provided for the deaf within the limits of the State. Mr. Clarke, the founder of this Institution, had, prior to 1867, decided to bestow a portion of his property to endow an institution for the deaf in Northampton, but

had no knowledge of the school at Chelmsford, nor were the friends of that school acquainted with his generous intentions.

Governor Bullock, in his message to the legislature, in 1867, called attention to the subject in these words: "For successive years the deaf-mutes of the Commonwealth, through annual appropriations, have been placed for instruction and training in the asylum at Hartford. While, in the treatment of these unfortunates, science was at fault, and methods were crude, in the absence of local provisions, this course, perhaps, was justifiable; but with the added light of study and experience, which have explored the hidden ways, and developed the mysterious laws by which the recesses of Nature are reached, I cannot longer concur in this policy of expatriation. To no other object of philanthropy will the warm heart of Massachusetts respond more promptly. Assured as I am, on substantial grounds, that legislative action in this direction will develop rich sources of private beneficence, I have the honor to recommend that the initial steps be taken to provide for this class of dependents within our own Commonwealth."

This portion of the governor's message was referred to a large joint special committee, of which Mr. F. B. Fay was chairman on the part of the Senate, and Mr. L. J. Dudley on the part of the House. They did not limit their inquiries to the expediency of educating the deaf within the State, but spent much time in an investigation of systems. They entered upon the inquiry almost entirely unacquainted with the methods of deaf-mute education, and therefore comparatively free from predilections.

Dr. Howe, in behalf of the "Board of Charities," urged "the entire abolition of the practice of expatriation, and called for the home education of our mutes, saying nothing at all about the system by which they were to be taught." "Mr. Hubbard asked for a charter for the establishing of one or more schools, where semi-mutes and semi-deaf and those congenital deaf-mute children whose parents may desire to attempt their instruction in articulation may be taught," and where "the education of the deaf might be commenced at an earlier age and continued a longer period than at Hartford," and also for an appropriation in aid of the school.

The committee of the legislature recommended the passage of two bills, which they reported. These provided,—

1. For the incorporation of an institution for deaf-mutes at Northampton.
2. For primary instruction of younger pupils than are now received at the American Asylum.
3. For a longer term of instruction than has heretofore been allowed to pupils aided by the State.
4. For an additional appropriation to enable the governor to answer the existing applications of pupils requiring state aid.
5. For the supervision by the Board of Education of all deaf-mute pupils aided by the Commonwealth.

The report of the committee was ably advocated by Mr. Dudley, and it was mainly through his exertions that the two bills were passed.

Thus was the Clarke Institution incorporated. Its corporators at the time of its organization were not pledged to any system of instruction, and the majority of them had no decided opinion upon the subject; but at the first meeting the question was practically decided by the adoption of the report

of the School Committee, which recommended, among other things, "that an articulating school, under the charge of Miss Rogers, be established at Northampton."

The school of Miss Rogers was removed from Chelmsford to Northampton, and formed the nucleus of the Clarke Institution. The basis on which it is conducted is clearly expressed in its first report:—

"There are various classes of deaf-mutes who can be taught articulation. These are,—

"A. Those who lost their hearing at three years of age and upwards, after they have acquired some language which they retain.

"B. Those congenitally deaf, who have good mental ability and a capacity for learning to speak.

"C. Those who are semi-deaf, and can distinguish articulate sounds, but not readily enough to attend the common school with profit."

We quote from the last reports of several institutions which give their present views in regard to special instruction by articulation.

In the report of the American Asylum for 1875, we find that two teachers of articulation are employed in that institution, 29 pupils are taught, or one in eight of the whole school; that "the power of speech, which is soon lost by disease, has been improved and enlarged; and, in some cases, much which had been forgotten has been recalled and preserved, and the pupils saved from becoming absolutely mute." Reading from the lips has been taught.

In the New York Institution, the "department of articulation" comprises 49 pupils, under Prof. Jenkins, and 39 under two ladies, or one in six of the whole number of pupils. The examiner, in the last report, says: "The extent to which the almost unintelligible utterances of a deaf child may be improved by a few years of careful training, as exemplified in some of these children, I could hardly have credited, except upon the evidence of my own ears; and still more unexpected was the facility with which they took words literally from the lips of the speaker." Dr. I. Lewis Peet, the principal of the school, has devised and uses "a course of language-lessons," or "a graded method by which the pupil, during the first year, acquires the ability to attach words directly to objects and actions"; and if this exercise can be continued until he has "become initiated into all the mysteries of language without the use of signs, a problem will have been solved which will make the thorough acquisition of alphabetical discourse both certain and easy." "After the pupil has acquired the habit of thinking in the words which he uses, there will be no harm, but on the contrary, a positive benefit, in introducing signs."

At the Illinois Institution, particular attention has been given to articulation, and the Report for 1874 gives the testimony of twenty-six of the parents or guardians of pupils who had received such instruction. Six of these pupils were born deaf, and fourteen lost their hearing before completing their fifth year. Mr. Gillett, the principal, says: "I must admit that the answers have quite surprised me with the amount of testimony that they give in favor of this instruction. I expected such testimony in some cases, but not so much in general."

In almost all the other old institutions, special instruction in articulation is now given to some extent, while in several schools more recently established, all the instruction is by articulation. In the Clarke Institution, with 60 pupils; in the New York Institution for the improved instruction of deaf-mutes, with 92 pupils; in the public day school in Boston, with 63 pupils; at the school of Mr. Whipple, at Mystic, Conn., all the instruction is by articulation.

In Massachusetts, and in several other States, provision has been made by law for the education of deaf children between six and twelve years of age. In New York, the instruction of deaf-mutes is provided by the State, free of all expense, and without regard to the pecuniary circumstances of the family.

At the Clarke Institution, religious worship is held in the chapel, where the older classes, numbering 20 or 30, meet every morning. A passage of Scripture is read and explained by the teacher; questions are asked and answered, to ascertain if the meaning of the texts is understood. The devotion and attention at these exercises has been very gratifying to those who have been present at them.

On Sunday morning, service is held for the older pupils; their interest and comprehension are best evidenced by the fact that not unfrequently the sermon is written out from memory.

If we compare the instruction given to the deaf in 1865 and in 1875, we find that, whereas in 1865 there was no *special* instruction in articulation, and only one in twenty to whom any such instruction was given, in 1875 special instruction is given in the old schools to one in six or eight, and to all the pupils in four schools, and in these all the instruction is by articulation. Then it was thought that the congenitally deaf could not be taught to speak, now they are very often taught; religious worship by this system, which was regarded as impossible, is regularly held. Then six years was the limit of instruction, now ten or twelve; and the education of deaf children, which was then delayed to the age of ten or twelve, is now commenced at five or six, while primary departments have been organized for the younger children. Various causes have contributed to produce these great changes. Principal among them was undoubtedly the discussion that accompanied the incorporation of the Clarke Institution, and the success that has followed upon its instruction. Next is a large increase in the number of persons classed as semi-mutes; formerly about six-tenths were born deaf, now but little more than one-third, or 831 out of 2,330 cases reported in a recent number of the *Annals*. It is now generally understood that loss of hearing is not necessarily accompanied by loss of speech, and this has led to persistent efforts on the part of the parents of deaf children to keep their articulation, and it is much more frequently retained.

When the parents of deaf children hear that their children may be taught to speak, they generally desire to have them taught in that way; and this desire is a strong inducement to the principals of schools to undertake the work.

The system of visible speech applied to teaching the deaf to articulate by Prof. A. Graham Bell, has aided very greatly in this change, and his system is now regarded in some of the institutions as indispensable. Prof.

Bell has given instruction in several of the schools, and has prepared teachers for others.

The early instruction of the deaf, and the establishment of new schools in Massachusetts and New York, have led to a large increase in the number of deaf scholars in those States since 1865: in Massachusetts, from 111 to 199; in New York, from 400 to about 650.

It is very generally believed that the system of instruction in the Clarke Institution is modelled upon that of the German schools. It is therefore due to Miss Rogers to say that, when our school was started, she knew only the fact that, in Germany, the deaf were taught by articulation. She visited several European schools in 1871, studied the methods pursued, and adopted such ideas as she thought of value to our Institution.

The results attained at the Clarke Institution, as shown by the graduating class in July last, exceeded our most sanguine expectations. The compositions attached to this Report will show the command of language and power of thought; the drawings hung on the walls of the hall, showed the skill of the teachers, and the great proficiency of the pupils. Those present at the commencement exercises, who heard their reading of selections, will testify to the distinctness of the articulation, the feeling of the speakers, and great excellence of the exercises, while their general proficiency must have satisfied every one that the instruction in articulation had not been at the expense of any other study.

GARDINER G. HUBBARD, *President.*

TERMS OF ADMISSION.

This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are three hundred and fifty dollars a year; for tuition alone, eighty dollars; payable semi-annually, *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness. *No pupil will be allowed to withdraw before the end of the second term in July, without weighty reasons, to be approved by the School Committee. The contract is for the entire school year, and is not terminated by the winter vacation.*

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. Children aided by these funds must remain members of the school until dismissed by the proper authorities. The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth, or by the Institution.

There are two terms in the year, of twenty weeks each, the first commencing on the third Wednesday of September, with a vacation of four weeks in winter; the second commencing on the first Wednesday of March,

with a summer vacation of eight weeks. Pupils cannot spend the vacations at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked; and also with paper, envelops and stamps. A small sum of money, not less than five dollars, should be deposited with the principal, each term, for incidental expenses.

Applications and letters for information must be addressed to Miss H. B. Rogers, Principal of the Clarke Institution for Deaf-Mutes, Northampton, Massachusetts, with a stamp for return postage. All payments should be made to the treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and good moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons, and Sundays.

PERKINS INSTITUTION.

[From the Trustees' Report of 1874.]

NATURE AND OBJECTS OF THE INSTITUTION.

The object of the Institution is to give to children and youth who have not sight enough to be instructed by the methods used in our common schools, a knowledge of the ordinary branches of education through the senses of touch and hearing; by means of oral instruction; by books, maps, etc., in tangible type: in a word, to be what a common school is to ordinary children. Besides this, to give such instruction to all, in vocal and instrumental music, as will be an accomplishment, and a source of pleasure to themselves and to others. Then, to give special instruction to those who possess talent and taste for music, and a special fitness for teaching music, or for playing the organ, or tuning pianos, to the end that they may be fitted to teach some branch of music as a profession.

All those who have not, by their organization, any talent or taste for music, receive only a general instruction in the elementary branches of it, as a part of their school course; but devote some time of each day to learning a trade in the workshop, and to acquiring a knowledge of some simple handicraft, by which they may earn a livelihood.

This object has been steadily pursued during forty-two years, at considerable cost, but with a gratifying measure of success. It aims at nothing which is merely ornamental, and is regarded as an accomplishment; but at training the pupils to consider work as their vocation, and preparing them to follow it seriously.

The best proof of the actual excellence of any establishment of this kind is the result, as shown by the condition of those who have been educated in it, and by the degree of their success in life.

There have been taught and trained in this Institution, 865, and graduated, 535, blind persons. Of these, 470 are known to be now alive; and probably there are more, though not so many as survive of graduates of ordinary schools. The actual condition of 406 of these is known, and may be expressed approximately as follows: 230 are earning a respectable livelihood; and 52 more are eking out their wants with what assistance their relatives or neighbors, or the town, may give them. Of the former, 92 are engaged either in teaching music successfully, or in tuning pianos and selling musical instruments, and are earning various sums from 200 to 2,500 dollars per annum. The remaining 138 follow various occupations, and are earning a comfortable livelihood, averaging from 180 to 700 or 800 dollars a year. Of this self-supporting class, 72 are married and maintain or take care of families; and many are laying up money for a rainy day; while

several are living on the income of their savings. As a whole, they maintain a more respectable position than the blind of most countries do. The example of so many blind persons living without accepting alms, but upon their own earnings, disabuses people's minds of the prejudice that blindness and pauperism are about the same thing, and that blind men and women are necessarily idle, and dependent upon charity in one form or another.

The effect of the labors of the score of institutions for the blind in the United States, has been to elevate the class in the good opinion of the community, and to increase their own self-respect.

HISTORICAL SKETCH OF THE FINANCES.

Some corporators may desire to know the past, present and prospective condition of the finances of the establishment; and therefore the following sketch, historical and otherwise, is given here.

In the year 1827-28 several gentlemen in Boston became interested in the matter of educating the blind, and formed themselves into a society. They raised a small sum by subscription to begin a school. They expended this in gathering knowledge of all that had been done in Europe in the matter of systematic instruction of the blind. After much discussion, and some rude experiments, they became convinced of the practicability of establishing a school which would be useful to the blind, and lighten their dark path in life.

None, however, expressed belief in the feasibility of accomplishing even a tenth part of the good which has since been realized.

This little society petitioned the legislature of Massachusetts for an Act of incorporation, which was granted in 1829, under the name, "An Act to incorporate the New England Asylum for the Blind," this name having been afterwards changed to that of the "New England Institution for the Education of the Blind," and again to its present one. This Act provided for the appointment of a board of visitors, composed of the governor, lieutenant-governor, president of the senate, speaker of the house of representatives, and the chaplains of the two houses. This board was authorized to appoint four persons to act as trustees in behalf of the State, with eight others elected annually by the corporation. It was afterwards abolished, and its powers and duties devolved upon the governor and council, as a more convenient arrangement.

Soon after the primary organization was complete, the trustees petitioned the legislature to bestow something in the shape of pecuniary supplies, to nourish and rear up the bantling which it had helped into the world. The legislature had, during several years, made an appropriation of \$3,500, as a fund for paying for the education of deaf-mutes belonging to Massachusetts, at the American Asylum for Mutes at Hartford, Conn.; but as there were not applicants enough to exhaust the fund, the legislature voted to appropriate the unexpended balance to the new institution for the blind. As soon as this became a law, and the new institution went into operation, applicants for admission increased rapidly; more funds were needed, and the legislature generously came to its aid, by an outright annual appropriation of \$6,000, upon condition that the governor should have the right to recommend twenty blind children of indigent parents, inhabitants of Massachu-

setts, as beneficiaries of the State, whom the Institution was bound to receive and educate gratuitously. The number of beneficiaries so sent, and whom the Institution was required to receive gratuitously, gradually increased as the amount of the annual grant was raised, until, it having reached the sum of \$30,000, the Institution practically covenanted to receive, and does receive, ALL blind children belonging to the State, who are suitable subjects, and recommended by the governor. So that, virtually, all blind children belonging to Massachusetts have a legal right to instruction at the cost of the State. Thus an expensive course of instruction is as free to blind children, in a special institution, as instruction in common schools is to seeing ones. But, moreover, and in order to equalize, as much as may be, the condition of the parents of blind children with that of the parents of seeing children, all of whom have a public school close by their homes, the State provides a central institution, and boards such blind children, gratis. Thus the State endeavors to lessen the burden which parents of blind children have to bear, by providing a central school at which they can be educated without more expense to them than their more fortunate neighbors have to bear, and without the sense of receiving charity. This wise and beneficent arrangement works happily; and the State pupils in our Institution are not considered as charity scholars, any more than those who attend common schools are considered as such. This is a great point gained; for, besides providing free instruction, it does, in some degree, prevent the untoward and humiliating effect which a sense of dependence upon charity is apt to produce upon the blind.

The State, moreover, is relieved from anxiety about the use of its money, for it has four representatives in the Board of Trustees, and can supervise its expenditure.

PRINTING FOR THE BLIND.

Our printing-office was the pioneer in the work of printing books for the blind in the United States; and it still works, with occasional stops for lack of funds. The amount of printed matter which has been issued from it is greater than that published at any other institution.

There is a constant demand for additional books; and if the work of printing is temporarily suspended, it ought to be renewed as soon as funds can be properly appropriated to it. Occasionally, some beneficent person or society supplies the means of printing some particular work, for distribution among indigent blind persons. The last was an edition of "Selections from the Writings of Emanuel Swedenborg," costing \$1,116.50, and paid for from the fund which a benevolent blind lady (Mrs. Lydia S. Rotch) left to the "New Jerusalem Society."

Funds are much needed for printing more books, both of an educational and a literary character. Many blind persons who have learned to read, now live scattered over the country, but are unable to have access to the few collections of books, which are to be found in large cities only.

The Trustees recommend this form of practical beneficence to those who have funds to dispose of, and who wish to witness a speedy return of good therefrom.

Whoever will furnish means, may have the gratification of conferring

great happiness upon many unfortunates, who are sitting in darkness, and unable to practise the art of reading, which they have attained with much labor and difficulty. The donor may select any book in the English language, and have an edition of it distributed among the indigent blind. There is hardly a chance of any abuse of this form of well-doing. Few of the books are given away outright. They are either sold for cash, or loaned to worthy indigent blind persons. Each volume so loaned has a card, clearly printed, and pasted upon the front page, showing that it belongs to the institution; that it is a loan to such and such a person; and that it must be returned when he has done with it. Even the Bible, which any blind person who desires it is permitted to retain for life, is to be sent back to the institution at his death, like all other books loaned; in order to be lent out again, and so be handed down from generation to generation.

Mr. Peter C. Brooks made a donation for the purpose of printing an edition of Peirce's Geometry, which has been and is now used and prized by many blind persons. They, in feeling the title-page, learn the name of their thoughtful friend, although he died before they were born; and they feel grateful to him for his valuable aid in their studies, and solace in dark hours.

A volume of selections from Byron was printed through the generosity of Mr. John C. Gray, at whose expense were also printed, in 1836, maps and statistical tables of the United States.

Mr. Samuel May, the life-long friend of the Institution and many years an active trustee, made a liberal donation to the printing fund, by which means the expenses of publishing Anderson's Grammar-School History of the United States were defrayed.

The noble generosity of Charles Dickens, whose ample donation helped to put his novel of the "Old Curiosity Shop" under the fingers of the blind, is too well known to require particular mention here.

Any person of means can select any book, according to his taste and wish, and put it under the fingers of the blind of the present and future generations. The Trustees will gladly be his almoner, and guard, carefully, against any abuse or misuse of his funds.

[From the Report of the Director.]

After making due allowances for all sources of error, we may safely put down the number of blind persons in the United States as 27,000; in New England as 2,500; and in Massachusetts as 1,000. The great majority of them were a few years ago entirely dependent on others; and, although every year increases the number of self-supporters, the dependent number is still very large.

The cost in money of keeping this army falls, of course, upon the laboring classes, and a little calculation will show that it must amount to at least \$3,500,000. We must calculate the cost of each one at about two dollars a week for keeping, and twenty-eight dollars a year for clothing; but beside this, there is to be added, part of the time and the attention of many thousand persons. Assuming the average of these to be equal to the whole time of 1,000 persons, we shall have a grand total of \$4,010,000.

My estimate is, that the actual number of the blind is greater by at least

thirty-three per cent. than that put down in the census, which was, in 1870, 20,320. To this must be added, not only those actually blind who were not enumerated by the census-taker, but also that considerable number who are so deficient in vision as to be for all practical purposes blind. This would carry the number up to 37,000, and probably to 40,000.

Fifty years ago there existed no public provision in the United States for the education of this great class. Now there are twenty-seven public institutions designed specially for their instruction; and many parents who are intelligent enough to know the existence of special schools, and of special methods of instruction, put some of them to use in educating their blind children.

COUNSELS TO PARENTS OF BLIND CHILDREN,

for their guidance in the treatment of a blind child, from birth to the time of his being sent to school.

The real and practical education of all children begins as soon as they are born. The nursery is a school-room. The cradle is a nest in which to learn to lie and swing. The high chair a desk at which to learn to sit. The toys and playthings are apparatus by which to learn to use their hands and arms. The other rooms are fields of travel to be first explored. Every article of furniture and every ornament is to be examined and studied, and the senses exercised by observing the form, colors, weight, hardness and other qualities of each one. The yard is a field for early journeying; and the premises outside are to be explored by a more venturesome tour.

The amount of thoughtful care and attention which is bestowed upon teaching the infant and child in these early lessons, will have great influence upon its intelligence and powers of self-direction during all its after-life. Unfortunately, it is only in very rare cases that any care or thought is bestowed upon the matter; and the little scholar's school-room is without order or discipline, and his spontaneous efforts to get knowledge are as apt to bring upon him cuffs and reproofs as approbation and assistance. All this needs to be changed and improved, and the first school and first lessons systematized and adapted for all children. How much more is this needed in the case of children whose condition, disposition and requirements are modified by infirmities, such as blindness, deafness, imbecility, and the like!

The blind child needs especial care and peculiar training. The mother, the sister, the brother, the little companions, can all be very useful to him as teachers, and can give him valuable lessons of various kinds. They can encourage him to leave his couch or rocking-chair, and to have courage and self-reliance. They can encourage him to keep on his feet as soon as he can toddle about; can help him to explore the room, house and yard; to climb stairs and ladders; to scale fences; to creep through holes; to hunt hen's eggs, and the like. They can give him opportunities to feel of dogs, cats, hens, horses and cattle, and can teach him much of the ways and habits of domestic and other animals.

Do not be overanxious about him. Do not watch him too closely. Do not smooth away all difficulties, and carpet his walk of life. If he is

groping his way across the room, and a stool or other article chance to be in his path, do not scream or warn him, nor hasten to remove it, but let him trip and tumble over it; the pain will be well paid for by the lesson. And so with a hundred little things. He had better pinch his fingers slightly with a pair of nippers, or with the nut-crackers, or in the joints of the tongs; he had better jam them a little with the hammer, or wound them with a screw-driver, than never handle the articles.

And so with other common articles. Let him use the cork-screw, and drive the common screw, and bore with gimlet and bit, and cut with the hatchet, and split wood with the axe, and cut it with a saw, rather than abstain from knowing and using those articles, lest he should wound himself. All your anxieties and precautions will not save him from wound and bruise and hurts of various kinds. He must incur and bear them; all children have to do so; so that your alarms do not save him, but probably have the effect of increasing his danger by preventing him from relying upon himself, and so lessen his presence of mind and activity in self-defence, when a sudden difficulty presents itself.

Do not prevent your blind child from developing, as he grows up, courage self-reliance, generosity and manliness of character, by excessive indulgence, by sparing him thought and anxiety and hard work, and by giving him undeserved preference over others. If he lounges in the rocking-chair, or on the sofa, don't pat him and say, "the poor dear child is tired"; but rout him out, and up, just as you would do with any boy who was contracting lazy habits. Much may be done for his advantage by judicious firmness, by resolutely insisting that he shall learn to do everything for himself and for those about him, which it is possible to do without actually looking at things. You yourself don't hesitate about going into the cellar, if need be, for an armful of wood, or a basket of potatoes, without a lantern, even though it is dark; why should your blind boy be deterred by obstacles which you and the other children meet and overcome?

Keep him out of doors, and running about, as much as is possible. Bear in mind that he is exercising for health and strength, and that the object is not to walk so many miles, or to saw so many feet of wood in so many minutes or hours, but to be in the open air, and to keep warm by exercise, not by extra clothing. You may keep warm by extra clothing while out of doors and inhaling the ordinary amount of fresh air; and so far so good; it is better than sitting still in the house and keeping warm by a fire, or other artificial heat. But that is not all that your blind boy wants. He, and all who seek the greatest benefit from exercise, must take it in the open air, with ordinary clothing, and must quicken the circulation of the blood by muscular exercise. He then will take longer and better inspirations of fresh air to supply the additional oxygen made needful to the body by the quickened circulation of the blood.

These are the first steps in his education. When it comes to schooling or instruction, you have to follow the same course. Begin early; include a variety of things; fix upon four or five periods in every day at which he is to sit down to study; but don't keep him at it a moment after his attention begins to flag. His little brain is feeble, and will usually begin to tire in less than half an hour. Then let it have rest. The common devices for

keeping up his attention by showing to him something new and strange, are well enough at certain times, but not for stimulating his brain to study after it begins to tire and needs rest.

When the whole system has been overworked, then there follows a feeling of general fatigue and lassitude. The feeling of fatigue in any part of the body, or of the brain, is Nature's warning that the organ employed has been used enough, and needs rest. The symptoms of fatigue of the brain which your little student shows after fifteen or twenty minutes' close attention, are just like those which young people and grown people also show when the brain is fatigued. If, instead of giving it rest, they try to resist, and to overcome it by forcing the attention, and working on in spite of the warning, they begin a harmful practice, which, if persisted in too much and too long, leads to mental disturbance, perhaps to some form of insanity.

But the benefit accruing to your blind child from such continued exercise and work in the open air, is not confined to his bodily growth and health; for the effort to do something useful, to bestir himself and to keep himself warm, is good exercise for his moral nature; for every act, and especially every habit of meeting and overcoming little difficulties, increases courage and self-reliance.

These qualities are especially needful to the young blind. Cultivate them, therefore, by calling upon him to attempt and to perform as many various acts as is possible, and especially to succeed by ways of his own finding out.

You should begin very early to keep your little blind scholar at a desk, at fixed hours; from fifteen minutes to half an hour at a time, not more. He should have a drawer for his models and playthings, with a slate and pencil and a box of colors, and various toys and models. Keep his attention fixed upon these things, and teach him their names, and all you can, about them.

By the time he is four years old, he will have learned a great deal. Then begin a little real work, disguised partly as play. Have blocks, each with the form of a letter of the alphabet on the one end in relief, and others, also in relief, on the four sides. Teach him to put two or three of these together, side by side, and to distinguish the figures which denote one, two, three, etc.; also to spell out the names of things by putting the component letters side by side. A little box with a wooden screw at the end to hold together the words which he makes will be useful. Then you may teach him the names of things, and how to spell them, the arithmetical figures, elements of ciphering, etc. Teach him the points of the compass, the value of coins, etc. Make him weigh things in his hands, and then upon the scales, so that he may learn by practice what are ounces, pounds, etc. Do the same with measures, gills, pints, quarts, gallons, etc.

He should actually feel of and examine all these things, and not rest content with what you tell him. Let him weigh eggs, apples, nuts, grains, and the like.

You can fully and profitably employ him when not at his desk. Let him explore everything, and do all he can, as to wash and wipe dishes, grind coffee, salt, and the like.

You will find an exhaustless variety of things which he will be glad to learn.

You can procure, at any good institution for the blind, sheets of stiff paper, with letters embossed on them; other sheets containing short lessons, as the Lord's Prayer; elementary books, etc. By proceeding in this way, he will have acquired, by the time he is six years old, more valuable knowledge than ordinary children possess at the same age, and will have habits of study, and an amount of acquired knowledge, greater and more valuable than ordinary boys of his age have acquired by running irregularly and heedlessly about, seeing things, but not studying them. Teach him also the notes in the musical scale, and as many simple tunes as you can.

When he is old enough to go to the primary school, take him to the teacher, explain what you have taught him and his mode of learning, and try to interest her in his case, and to have him received as a special pupil. If he is bright, and the teacher is disposed to aid him, and her assistant or some boy will read over the lessons, he may recite with the class; at any rate, he will learn a great deal by simple attendance. It will be found in practice that a seeing boy may read the lesson over and over to a blind one, with very little loss of time to the first, and with great advantage to the second.

Meantime, let him join in with the boys of his age, and strive to imitate them in all their sports and occupations; to associate with them in Sunday-school classes, in attendance at every public lecture, in gatherings of all kinds, forgetting, as much as possible, that he is blind. But guard him, with more care than you guard him from small-pox or any mortal disease, from contracting the vice of self-pollution. This is frightfully prevalent among all classes of defectives. Many children, not over six years old, have already contracted this dreadful and destructive habit.

There are, however, some advantages to be obtained from attendance, for a time, upon a good school for the blind, which cannot be obtained so well by any other kind of association. The blind will, for a long time to come, be as a somewhat distinct class in society; they will associate with each other, and although such association should not be permanent, because, upon the whole, the disadvantages outweigh the advantages, still it is an experience, and brings a knowledge of the special effects of blindness upon a person which the blind are swift to acquire; and there are special contrivances, ways and means, by which they turn their infirmity to profit. There is a sort of freemasonry among them; and the younger ones can learn from their elder brethren what no seeing person can teach them. Some of the societies for mutual improvement which they form among themselves, if free from the folly of extra-judicial oaths and pledges, may be very useful to a blind youth.

As he approaches manhood, he should assume and perform all the relations and duties attendant upon that age. He should put himself forward and take on all civil rights, and offer to perform all civil duties which do not absolutely require eyesight. He should attend primary parish meetings; seek to fill places on voluntary committees for benevolent purposes; attend caucuses and political meetings, and discuss political questions and

the qualifications of candidates for office, from that of hog-reeve to that of governor. In short, forgetting that he is blind, he should associate with his fellow-citizens, and labor with the most intelligent and virtuous of them for the promotion of the public weal.

TERMS AND CONDITIONS OF ADMISSION.

All children and youth of average health and strength, and good morals, who are so deficient of sight that they cannot distinguish printed letters one-eighth of an inch square, or whose eyes are so ill-conditioned that they cannot be used in reading without endangering the total loss of sight, are supposed to be proper candidates for admission to this Institution. They must be of average health and strength, and free from epilepsy and contagious diseases. They must also be of good moral character, and free from confirmed vices.

Whenever application for the admission of one such child is made, papers containing a list of questions about the particulars of the case, are sent to the persons applying, to be answered in writing. The answers ought to be full enough to enable the Director to decide upon the fitness of the candidate. If he concludes, from this and other information, that the applicant is a proper subject for the school, and if he belongs to the State of Massachusetts, and is indigent, his application is sent to the governor of the State; and, on its receiving his approval, the applicant is notified that he can be admitted at the charge of the State. The same is done with applicants from any of the other States of New England.

If the applicant does not belong to Massachusetts, the question of his admission, and the rate of charges, are decided by the Director. The charge for such pupils, and for children of private persons who are able to pay, varies from \$300 to \$400 per annum.

The pupils must be kept supplied with decent and comfortable clothing by their parents or relatives. If they have no such friends, and have no legal claim upon any responsible person, the State whence they come, may, or the municipality in which they have a claim for a settlement, must, furnish the clothing, if required to do so.

The pupils must also be removed at vacations, during the continuance of which their State, town, parents, or friends must maintain them, and be responsible for their well-being and safe return to the institution.

The best age for admission is between nine and sixteen years; and the usual period of stay is from five to seven years, although much less is required in ordinary cases, and sometimes even less than a year.

DISCIPLINE.

The pupils are all under the government and control of the Institution; and it is understood that they and their parents will voluntarily conform to all the rules and regulations of the establishment.

They are subjected to a mild but strict discipline, without corporal punishment or pain of any kind. In those rare cases where obstinate insubordination and persistent disobedience are manifested, the pupils are discharged, after all efforts and appeals to their moral sense have been patiently and kindly tried.

Admission to the Institution is to them a great privilege and advantage, and they ought to recognize this by conforming to its rules and regulations, or else to leave. If any of them misbehave, and cannot be corrected by kind remonstrances, or if they are guilty of immoralities, they will be dismissed; and notice thereof will be communicated to all public institutions for the blind in the United States, so that they would probably be refused admission into any other.

Parents and friends of the pupils may visit them with reasonable frequency; and the pupils themselves are rather encouraged than discouraged from seeking companionship and social relations among the people of the neighborhood.

Especial pains are taken to develop and keep up their bodily health, and to increase their strength and dexterity, by all ordinary means,—such as abundant and nourishing diet; fresh air by night as well as by day; scrupulous cleanliness, and the like, and also by special means,—such as bathing daily, either in a warm, convenient bathing-room in the house, or, if the weather is favorable, in the sea; also by regular daily walks, and by gymnastic exercises in the playground; or, in bad weather, in the gymnasium.

THE SCHOOL PROPER.

The chief end of the course of instruction for blind children is to impart such knowledge of the ordinary branches of an English education as are taught in the common schools of the State.

This is done by teaching them to read books in raised letters by the fingers, and then to practise in reading lessons in embossed books; by having them feel carefully of tangible models, such as geographical maps and globes, and various figures, and by examining images of various things; or by using ciphering boards, with tangible movable types, etc. But the main instrumentality is that of oral instruction given by teachers, and the oral responses and explanations given by the learner; conversations, that is, between teacher and pupil, about various subjects upon which printed matter has been read by the pupils, or lessons have been given by readers.

THE BLIND MAY ATTAIN HIGH CULTURE.

History has furnished illustrious instances of this fact, in all generations; and in the present one they are found in all ranks of life, and in all professions, save the very few which absolutely require sight; but even here a few cases show the possibility of dispensing with sight, for not all the fine arts are shut to the blind, but only those which require perception of colors, and of light and shade, which, of course, no blind person can aspire to.

Music has no more zealous students or devoted votaries than the blind. Some can model and carve; and a few have shown taste and ability as sculptors. But as to all the ordinary branches of study, proofs of the ability of the blind to attain knowledge and understanding of them are no longer to be found only in exceptional cases of marked natural ability, but there are scattered over our country a multitude of living blind men and women who are educated up to the average standard, and some who exercise literary callings successfully. One of our pupils graduated with honor at Harvard University, and became an eminent organist, and professor of music

in a western city. Another graduated with honors at Dartmouth College, and after being for a time teacher, became superintendent of the Tennessee Institution for the Blind. Another graduated last summer from the Divinity School at Cambridge. Many are active, accomplished and able teachers of music; others get fair salaries as organists, and many are accumulating money by tuning pianos, which they can do as well as persons who see.

RELIGIOUS AND MORAL TRAINING.

Teachers and employés are enjoined against endeavoring to give any sectarian bias to the minds of the inmates.

The parents of each pupil, or he himself, selects a place of public worship, which he is required to attend every Sunday.

Pupils are not only required to attend their selected place of worship every Sunday, but they are expected to attend Sunday-schools, and such religious gatherings as their parents approve, provided that they do not interfere with the exercises at the Institution. But no clergymen, nor indeed any other person, are permitted to enter the establishment with the purpose of performing any rites or observances, or of giving any religious instruction, or impressing any sectarian bias upon the minds of the pupils.

This regulation seems to be regarded favorably by the friends of the pupils; at least, its observance has never been interfered with or complained of, to my knowledge. A large proportion of the pupils are of Roman Catholic faith, and they have opportunity for attending their Sabbath-school and church every Sunday. Most of the teachers and attendants are women, and are always selected and retained with a view to their moral character, though no questions are asked about their sectarianism.

Love and gratitude to God, the Father of us all, and love to men of all races, colors, conditions and degrees, as our fellow-beings, created in His image, and filled with aspirations for goodness, are continually enjoined by precept and example, and encouraged by the assurance that they always bring a high and everlasting reward.

The principles and practice of morality, and of the requirements of Christianity, are strictly enjoined by precept and example. The Bible, without note or comment, is read aloud every morning; and the pupils have copies of the Scriptures at their fingers' ends. But no sectarian belief is taught; and no sectarian observances are required.

DEPARTMENT OF MUSIC.

The location of this Institution affords peculiar facilities for giving to its pupils a scientific and thorough knowledge of music; because Boston is the acknowledged centre of the profession of music in America. No amount of drill can be of much avail, in a scientific point of view, without frequent attendance upon concerts, operas, musical societies and the like; or without great facilities for hearing the best musical performers and becoming familiar with their peculiar styles, and acquainted with the works of the most eminent composers.

Here such advantages exist in a remarkable degree; and the like cannot be created suddenly by any outlay of money, because they come only by the slow growth of time, and of a peculiar people. Boston is unsurpassed,

to say the least, in these respects, by any American city. Her population was always distinguished as uncommonly fond of and well trained in music, which has always been held an indispensable accomplishment in good society. The recent introduction of music as a branch of common school instruction, has widely promoted a taste for and knowledge of music among the people.

Societies for the study and practice of music abound and flourish. All eminent stars are sure to take in Boston on their tours; and special operas, concerts and musical performances of all kinds are given occasionally, and are largely attended by the people. Musical societies flourish in a community where the taste for music is engendered, partly, at least, by the good musical instruction given in its common schools.

The doors of most of these musical societies are liberally opened to our pupils; and where the golden pass is necessary, it can be obtained for such of our advanced scholars as need entrance.

Our Institution has taken advantage of these great and invaluable facilities to give superior instruction in music to such of its pupils as can profit by it; and it will go on increasing their amount and improving their quality.

It has had the good fortune to enlist the services of several young blind persons who have rare talent for teaching music; and who remain, after graduating, as salaried teachers. There are others who practise music in the neighborhood as a profitable calling, and whom we could call in, in case of need, to give lessons to our pupils.

Besides these, the Institution calls in the services of eminent professors of music in the city when needed; and provides suitable and special instruction for pupils who aspire to excellence as teachers or performers.

We have been able to demonstrate, in a considerable number of cases, that blind youth can be so trained and taught as to become successful competitors with seeing youth and men, for employment as teachers of vocal and instrumental music, as performers upon the organ, and as tuners of piano-fortes. One of our graduates has been employed several years, at a good salary, in one of our largest manufactories, as chief tuner of new pianos, and discharges all the duties of the post satisfactorily.

This training was very costly at the outset, and must continue so for some time to come, if we adhere to the determination that our pupils shall have at least as great facilities and advantages for receiving the highest kind of instruction as can be enjoyed by those of any other institution in the world.

The Institution is supplied with a complete collection of all the instruments necessary for a thorough musical education. It possesses one large and beautiful church organ, the gift of George Lee, Esq.; one reed and two small organs, thirty-eight pianos (six of which are grands, two pedalias and two uprights), besides a large collection of good brass and reed instruments.

WORK DEPARTMENT.

The idea that the chief end of instruction is improvement in knowledge and virtue, and in capacity for self-support and industry, is constantly im-

pressed upon the minds of the pupils in all the departments of the Institution, by precept and example. This they receive, and generally profit by; and are pleased and stimulated to effort by the prospect of self-support, which relieves them from the dread of dependence.

There is, however, naturally, a preference as to the mode of work; and the universal wish is for that of teaching music, tuning piano-fortes, and the like; because blind people are conscious that they can compete at less disadvantage in the branch of music with those who see, than in any other occupation. Then the profession of music is not only congenial to all who have taste and talent for it, but it is pleasant and comparatively easy; and, moreover, it is regarded as genteel. On the other hand, the idea of daily drudgery at manual work is repugnant; because all blind persons, while claiming equality with other men in mental capacity, sadly admit their inferiority in all the callings which require light and sight for their exercise. Then there comes in the social prejudice, which generates the idea that manual labor, as the occupation of one's life, is less respectable than mental work. This gross error reverses all correct notions of what is really respectable, and what is not. It makes men and women regard living, and helping others to live, by the sweat of one's brow, as a curse, instead of being, as it really is, a great blessing.

This vulgar and persistent error, which, like some evil weed that deforms and impoverishes cultivated lands, pervades all ranks of society, begets hypocrisy, jealousy, discontent, and various social evils, and works great harm to all classes, but especially to the blind. It prompts them to seem to be what they are not; and to regard as low and vulgar that industry of the hands, the results of which are the means of comfort and well-being to all men, but especially to those who, by reason of some bodily defect, labor under great disadvantages in the struggle for domestic comfort and social standing.

Thus, society, by indulging a gross error concerning the blind, needlessly presses them down, and renders more unhappy the lot of a class who depend more for happiness upon its good opinion than ordinary persons do.

We have to contend, even in our establishment, against the untoward effects of this gross social error upon the blind: we have to teach them that work is honorable, and that an idle, unproductive life is the truly dishonorable one.

All start with the hope and ambition to become qualified to get a living by teaching music, performing on a church organ, or joining some orchestra, or else by teaching some branch of literature, perhaps by lecturing and preaching. Some, who possess superior natural ability and aptness for teaching, succeed in escaping from the drudgery of mechanical employment, and thrive by giving instruction in music and other branches.

The workman who is blind is always held at disadvantage by workmen who see. A part of our pupils are permitted to spend less and less time in the workshop, that they may give more and more attention to study. But the majority continue to apply themselves several hours daily to learning some simple handicraft, as long as they remain connected with the Institution.

Thus the establishment is truly an industrial one; because all are required

to labor, and to be occupied in actual hand-work more or less hours every day, during the early years of their pupilage. Afterwards, a certain number, who show taste and aptness for music, or some other calling, are excused in part. The rest, and much the larger proportion, devote a portion of every day, and a few the whole time, to learning to work.

An important, and indeed essential duty of this Institution, to the blind and to the public, is, and ever will be, to exercise all its pupils in the elements of hand-work, as a part of the regular course of instruction, and to train a large proportion of them to such perfection in some trade or special work, that they may get a livelihood by it.

SAMUEL G. HOWE.

TERMS OF ADMISSION.

Young blind persons, of good moral character, can be admitted to the school by paying \$300 per annum. This sum covers all expenses, except for clothing; namely, board, washing, the use of books, musical instruments, etc. The pupils must furnish their own clothing, and pay their own fares to and from the Institution. The friends of the pupils can visit them whenever they choose.

Indigent blind persons, of suitable age and character, belonging to Massachusetts, can be admitted gratuitously, by application to the governor for a warrant.

The following is a good form, though any other will do:—

“To His Excellency the Governor.

“SIR,—My son (or daughter, or nephew, or niece, as the case may be), named —, and aged —, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts Asylum for the Blind, and I request that your Excellency will give a warrant for free admission.

“Very respectfully, ————.”

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate from one or more of the selectmen of the town, or aldermen of the city, in this form:—

“I hereby certify that, in my opinion, Mr. ——— is not a wealthy person, and that he cannot afford to pay \$300 per annum for his child’s instruction.
(Signed) ————.”

There should be a certificate, signed by some regular physician, in this form:—

“I certify that, in my opinion, ——— has not sufficient vision to be taught in common schools, and that he is free from epilepsy, and from any contagious disease.
(Signed) ————.”

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, South Boston, Mass.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the Institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years. Indigent blind persons residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or "the secretary of State," in their respective States, can obtain warrants for free admission.

The relatives or friends of the blind who may be sent to the Institution are requested to furnish information in answer to the following questions:—

1. What is the name and age of the applicant?
2. Where born?
3. Was he born blind? If not, at what age was the sight impaired?
4. Is the blindness total or partial?
5. What is the supposed cause of the blindness?
6. Has he ever been subject to fits?
7. Is he now in good health, and free from eruptions and contagious diseases of the skin?
8. Has he ever been to school? If yes, where?
9. What is the general moral character of the applicant?
10. Of what country was the father of the applicant a native?
11. What was the general bodily condition and health of the father,—was he vigorous and healthy, or the contrary?
12. Was the father of the applicant ever subject to fits or to scrofula?
13. Were all his senses perfect?
14. Was he always a temperate man?
15. About how old was he when the applicant was born?
16. Was there any known peculiarity in the family of the father of the applicant; that is, were any of the grandparents, parents, uncles, aunts, brothers, sisters or cousins blind, deaf or insane, or afflicted with any infirmity of body or mind?
17. If dead, at what age did the father die, and of what disorder?
18. Where was the mother of the applicant born?
19. What was the general bodily condition of the mother of the applicant,—strong and healthy, or the contrary?
20. Was she ever subject to scrofula or fits?
21. Were all her senses perfect?
22. Was she always a temperate woman?
23. About how old was she when the applicant was born?
24. How many children had she before the applicant was born?
25. Was she related by blood to her husband? If so, in what degree,—first, second or third cousins?
26. If dead, at what age did she die, and of what disorder?
27. Was there any known peculiarity in her family; that is, were any of her grandparents, parents, uncles, aunts, sisters, brothers, children or cou-

sins either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?

28. What are the pecuniary means of the parents or immediate relatives of the applicant?

29. How much can they afford to pay towards the support and education of the applicant?

For further particulars, address the DIRECTOR OF THE INSTITUTION FOR THE BLIND, South Boston, Mass.



ABSTRACTS

FROM THE

SCHOOL COMMITTEES' REPORTS.

ABSTRACTS.

BARNSTABLE COUNTY.

BREWSTER.

Expenditures for Schools.—In the expending of the school appropriation, the policy was based on the following principles:—

1. That all the schools in town should have equal school privileges; every man's child has an equal right to the Common Schools with every other man's child; all schools taught throughout the town should be kept, as heretofore, an equal length of term time, and be under the management of equally good teachers.

2. It is desirable to get and retain good teachers, and pay them well. Good teachers cannot be got and retained without liberal compensation for services, and indifferent teachers are a wretched waste, even if they should work for nothing.

School Committee.—TULLY CROSBY, D. C. EASTON.

CHATHAM.

Irregular attendance continues to be a source of annoyance and regret, and a great detriment to the progress and usefulness of our schools. We know of but one remedy which can be applied with salutary effect for this evil; it is a cheap and simple one, and within the reach of every household. Its name is—earnest coöperation of parents with teachers. Were the parents to unite cordially and heartily with the teachers to remedy this abuse of our schools, its effects would soon disappear, because the root of the tree would be torn from the ground, and its branches withered, so that they could not longer bear fruit. In urging upon parents the necessity of such coöperation, we find nothing more applicable than the following extract, from the pen of M. H. Buckman, President of the University of Vermont. He says, "Every parent has a duty to the whole school as well as to his own

children, and both for its sake and their sake he is bound to do what he can to make his own children diligent, teachable and dutiful." Again he says: "If you decide to send the child to the Public School, rather than educate him yourself, you must conform to the prescribed regulations. That is implied in the contract between you and the teacher, and between you and the whole school. You have no more right to break into the order of the school by irregularity, than you have to stop a train of cars between two stations for your own convenience and to the inconvenience of the rest of the passengers."

For the Committee.—DAVID H. CROWELL, SAMUEL HIGGINS.

PROVINCETOWN.

Truant Officers.—The efficiency of these officers, and the faithfulness with which they have attended to their oftentimes unpleasant duty, is worthy of praise. They have all been willing and interested workers, carrying out the instructions of the committee, and coöperating with them to such an extent as to cause fear and trembling on the part of the truant. We have a list of the names of truants brought to the school, up to the first of January. As is generally the case, much the larger part were of the foreign element.

Registry of Names, etc.—Ascertaining the number of school children has been recently taken from the hands of assessors, and placed in the hands of school committees, where it was formerly, and of right ought to be.

As was suggested by Superintendent Hutchinson last year, the names and ages of all children should be registered every year, and placed on file for future reference and use. We would add their place of residence also.

The committee should have easy access to the name, age and residence of every child, because then they can tell what children are absent from school all the time, and thus apply the law. The town should be districted. The committee will doubtless give this matter thoughtful consideration in the future.

School Furniture.—The furniture of a school-room has much to do with the health of pupils. Obliging them to sit on seats that are low, narrow, straight backed, and not at all fitting the body, is deleterious in several ways. If they were to occupy these seats but a few minutes in the day, instead of several hours, the case would be different. The seat should fit the body, and give the child an easy and natural position. Many of the present seats compel the body to be cramped and bent; and the result is, round shoulders, narrow chests, weak backs and bended forms.

Single Desks and Chairs.—School-rooms should be furnished with single desks and chairs. By them the scholar is made to depend more upon himself, is not interrupted by a school-mate, does not waste so much time, can work better and accomplish more, is not cramped for room, is not troubled with an unpleasant seat-mate, and is not so liable to catch disease. The discipline of the school is much easier; the scholars being further apart, have not so much an opportunity for mischief. In fact, every argument is in favor of single desks.

School Apparatus.—For the sad deficiency in apparatus for illustrating, etc., our school committees have been most to blame. Without such things, the child's education will be narrow and vague. Arithmetic cannot be taught clearly and comprehensibly without the use of blackboards, nor history and geography without maps and globes. Nor can any study be well understood and taught without proper illustrative apparatus.

Music.—We desire to call your attention to music in the school-room. We are in favor of having it taught there. Our school-room work is too much that of drudgery, both on the part of teachers and pupils. It is too much study, study, study. They need more genuine recreation. The idea that children are developed into true manhood and womanhood by obliging them to go to school, shoving their heads into a dry, technical and abstract book, and keeping it there till four o'clock P.M., without suitable relaxation, is perfect folly. There are not opportunities enough, nor of sufficient variety and kind, to cheer, encourage, stimulate and inspire the discouraged and exhausted mind, and to quell the angry passions that rise in their natures. There should be greater facilities for recreation. In fact, we are in favor of a gymnasium being attached to every school. Now music is one of the greatest of relaxations to the scholar. It has a most beneficial effect upon the tired or passionate mind. It is amazing, sometimes, to see the effect produced on a school by simply singing a song. It makes a new school of it; gives more vim, more cheerfulness, a new life—inspiration almost; and the pupils bend themselves down to new and greater effort. Music has a favorable bearing upon the subject of reading. Vocal music cultivates the voice, develops the organs of speech, and hence affords the child greater power of enunciation. Teachers find it difficult to make pupils speak up loud, clear and distinct. Singing helps this. It is difficult for teachers to cause scholars to present the piece in tones natural to the characters represented. Vocal music is one of the greatest auxiliaries in this respect.

School Committee.—HORACE A. FREEMAN, JOSEPH S. ATWOOD, LUTHER NICKERSON, MRS. A. J. HUTCHINSON, MRS. MERCY M. LEWIS, MRS. HARRIET F. MITCHELL.

BERKSHIRE COUNTY.

ADAMS.

Mechanical and Industrial Drawing.—At the last annual meeting, it was voted “that the school committee be empowered and authorized to carry into effect the provisions of chapter 248 of the Acts of 1870, in relation to instruction in mechanical and industrial drawing, and that the expense of the same be defrayed from the sum appropriated for miscellaneous expenses.” No particular sum having been indicated by the town, it was left to the discretion of the committee to decide what amount of expenditure would be reasonable and proper to carry the vote into effect. The sum of three hundred dollars was set apart for this purpose. Arrangements were made for a course of twenty-five evening schools at South Adams, and for a like course at North Adams, to meet the expense of which the sum above mentioned was thought to be sufficient. These schools were placed under the charge of Mr. Alfred Lovell, a graduate of the Worcester Technical Institute, and a gentleman of considerable experience as an art-teacher. The success of these schools was quite beyond our most sanguine expectations. The attendance both at North Adams and South Adams was larger than we had reason to anticipate, comprising many of the leading artisans of the town, and teachers of the Public Schools. The opportunity was evidently eagerly embraced, the work earnest, the desire for improvement genuine, and the results, in the opinion of those competent to judge, highly satisfactory.

General Remarks.—Our Public Schools were never in a more satisfactory and prosperous condition than they now are. The supervision is thorough and systematic, the teachers qualified and efficient, the pupils studious and generally exemplary in conduct. Let no one suppose, however, that our system of public instruction is what it should be; it lamentably fails in the accomplishment of its real end. In theory, it bestows upon every boy and girl of school age, within the limits of the town, the inestimable boon of a free education; in its practical working, a large number, as the percentage of attendance discloses, fail to be the recipients of this invaluable gift. This fault demands for its removal the application of every corrective influence that can be brought to bear upon it.

Two facts illustrative of the training our children are receiving in the Public Schools deserve special mention. At a competitive exami-

nation of candidates for an appointment to the United States Naval Academy at Annapolis, Frank Sprague, a member of the North Adams High School, stood highest, and bore off the appointment. Thirteen candidates contended for the honor. At a similar examination for candidates for a cadetship at West Point Military Academy, the appointment was won by Harry Mowbray, also a member of the North Adams High School. Sixteen candidates presented themselves for examination. Both the successful young gentlemen received their education in our Public Schools.

School Committee.—J. ROCKWELL, F. P. BROWN, A. H. CRANDALL, O. A. ARCHER, A. G. POTTER.

Evening Drawing Schools.—The establishment of the free evening Drawing Schools, last November, relieves the town from the imputation, so long borne, of not complying with the law of 1870. The school in North Adams numbered over one hundred in all, though there were but eighty-five who ought to be counted as actually belonging to the school. These were of all ages from sixteen to forty-nine, comprising fifty-two gentlemen and thirty-three ladies. There were twenty-eight teachers, fifteen carpenters, thirteen operatives, six machinists, six engravers, four shoemakers, three carriage-makers, two book-keepers and two clerks. The other occupations represented were painters, moulders, packers of shoes, carders, overseers of spinning, masons and exploder manufacturers.

The instruction was given by Mr. Alfred Lovell, a graduate of the Worcester Technical Institute.

The class was so large, that, after five lessons devoted to freehand drawing had been given, it was divided into two sections,—one to continue the study of freehand, the other to take up instrumental or mechanical drawing. The class in freehand, numbering fifty-seven (twenty-four men and thirty-three ladies), continued the training of the hand and eye, by the use of Prof. Walter Smith's drawing-books, numbers one and two. Beside this, the class was taught the elements of freehand perspective considered as a geometrical construction. Near the close of the course, the pupils' attention was directed to perspective as an imitative art, so that they spent the last five or six evenings in drawing from models. Near the close, a few hints in relation to shades and shadows were given. The mechanical class, numbering thirty-three men, spent two or three evenings in constructing some of the more important geometrical curves and problems. Instruction was then given in orthographic projection, showing the use of the terms, plan, elevation and section. The last part of the time of this class was devoted to making working drawings from actual measurement, so that the pupils would be able to

understand and read any working drawing that might be placed before them.

Seventeen attended both courses of lessons. The limited appropriation for this school did not admit of as long a course of lessons as is desirable in the future. There ought to be at least twice as much appropriated for the schools next winter. The exhibition of drawings at the close of the school did not attract as many to inspect the work as its importance merited. If we, as a manufacturing community, hope to keep abreast of the times, we cannot afford to deprive ourselves of the benefits to be derived from the pursuit of drawing either in the day or evening schools.

Superintendent.—H. M. HARRINGTON.

An evening Drawing School was commenced November 2, and continued twenty-five nights, closing February 4. The school was taught by Mr. Alfred Lovell. The average attendance the first five nights was fifty-nine; from the eleventh to the fifteenth nights inclusive, forty-three; from the twenty-first to the twenty-fifth, twenty-three. This large diminution of numbers was anticipated, and is easily explained. At the outset a large number "went with the crowd." Beyond this, gentlemen from the Gingham Ground and Maple Grove found it no small tax upon their energies to go to the High School room and work at the drawing-board until past nine o'clock, so that only those of a good deal of energy were present at the closing sessions. Those who expected to master the art of drawing in twenty-five "easy lessons" have been disappointed, while those who were less sanguine have generally realized their expectations.

The school was composed largely of carpenters and those doing work about machinery. Accordingly, the copies given were, for the most part, adapted to these classes of workmen. Records of attendance are preserved, and also a schedule of the work done. During the coming year at least two classes should be organized,—one for advanced pupils, the other for beginners; and a consistent scheme of work for this and future seasons ought to be adopted. An appropriation of not less than \$500 is needed.

Superintendent.—W. W. SPAULDING.

ALFORD.

The worth of an individual depends on the strength of his thinking powers, and the use that he makes of that strength. Hence it is the first duty of the State, and your first duty, to seek to raise and expand the minds of the young, and create in them the noblest purposes of living.

We must discard our poor notions of education, of what we are to attempt and accomplish in our Common Schools. We have to do there with living beings, composed of body, soul and spirit; and our object should be, not to make of them computing machines, or memorizing machines, or excite any special mode of activity merely, but to increase the sum-total of their being, to call into exercise, and to invigorate every power of their complex nature. Why should children spend several years in our schools, and leave them, as they too often do, with a large part of their being torpid? They ought to be subjected to an influence there that will search every portion of that being, as the light searches the earth, leaving no nook unvisited. That school has miserably failed of its purpose which sends forth from it a lad expert in figures, but a liar or a thief. A teacher owes far more to his pupils than to give them certain formal instruction out of the books; he owes, himself, all the magnetism and inspiration that he can furnish. If he is fit for his office, not seldom is the power that he personally gives forth more vital and more valuable than all his instructions; certainly, without it, they are but dust and ashes. His function extends to the heart as well as the brain. To feel rightly is not less important than to think rightly.

The teaching in our common district schools should be of the best attainable quality, because many, if not most, of the pupils never enjoy any other, and because elementary knowledge lies at the foundation of all other acquirements, and is greater than all. What does one ever get in the way of learning of so much consequence to him as reading and writing, and the correct use of his mother tongue? Shall we say, in deeds, if not in words, that any bungler is good enough to teach these? If we must have quacks and humbugs, let us put them elsewhere, and see to it that the elements of our mental life are of the best quality.

School Committee.—E. C. TICKNOR, M. L. GLEASON.

GREAT BARRINGTON.

Truancy prevails to an alarming extent in some parts of the town, especially at the upper end of the village, and at Honsatonic. It is not a little matter that children are left to grow up uneducated and unrestrained. These little urchins running the streets may do no great mischief to-day, but ere-long they will be men and women. A young tiger is harmless and playful; will he always be so? It will doubtless now cost trouble and money to bring these truant children into school. It will by and by cost more of both to protect society against them, if they are suffered to grow up in ignorance. The dog law is enforced with inexorable severity. The unfortunate puppy with four legs that

appears on the street without being duly registered and collared is shot down like a wild animal. We trust the truant officers will hereafter collar and cause to be registered the wild animals with two legs that may be found running the streets.

Parents, and employers, too, no matter how high or wealthy, who persist in violating the law by keeping children of school age in the mills, and thus robbing them of the precious privileges of an education, should be brought to swift punishment. The law provides for this, and let it be enforced.

But one thing more. Having united your schools, employed your teachers by the year, seen that your children are early and regular in attendance, go there yourselves as early as possible. What neglected "orphan asylums" the Public School rooms usually are! No parent, no relative, no one save the grumbling committee, look in upon their imprisoned inmates. You visit your pastures to look after the feed and the stock. Are you raising any stock that it will pay better to look after than your children? Let it be said to the pupils of our schools as of old to Saul, "Thy father hath left the care of the asses, and careth for thee."

School Committee.—HERBERT C. JOYNER, CHAS. J. BURGET, JOHN A. BREWER.

LEE.

The Lee High School has attained a prominent position among schools of this class in the State. We have been accustomed to think and to say that it ranked No. 1 among the High Schools of Western Massachusetts. The pupils that have gone through the regular course of study in this institution have been found capable of filling almost any station in society, and many of them are occupying positions of honor and usefulness. Those who have gone to college have uniformly entered with ease and graduated with honor.

School Committee.—ALEXANDER HYDE, S. S. ROGERS, JOHN STALLMAN, C. C. HOLCOMBE, N. W. SHORES, H. C. HURLBUT.

LENOX.

The High School is the source from which the teachers are mainly supplied for the Common Schools. It has had a series of six excellent instructors. It has laid the foundation of a liberal education for several young men of Lenox of excellent promise. It has afforded a fair business education to a much larger number. We suppose our citizens are disposed to sustain this, as well as the other schools, with a proper regard to economy, but liberally and cheerfully.

School Committee.—JULIUS ROCKWELL, GEORGE M. MATTOON, JUSTIN FIELD.

PERU.

Drawing.—Drawing has been introduced into some of our schools with marked success. Nothing gives more pleasure to children, even when quite young, than to “make pictures.” The natural impulse to childhood to imitate visible objects should be recognized as worthy of development. If the child’s first steps in learning are made so attractive that he desires to be taught more, and commences to feel steadily the thirst for knowledge; if he acquires habits of industry and method, and comes to notice, investigate and compare the things he sees about him, and to honor that which is fair and good, then a foundation has been laid. We wish to see all our little children in every school supplied with a greater variety of employment. We see no good reason why children may not learn to draw as soon as to write. The two processes require a similar exercise of the hand and a similar use of the eye, and for this reason may be taught together.

Superintendent.—J. H. GEER.

PITTSFIELD.

Drawing.—The superintendent does not feel called upon to repeat what he has said in former reports touching the subject of drawing. The time has passed in which it is necessary to argue as to the importance of instruction in drawing, in connection with our Public School system. The best thinkers among our business men are thoroughly convinced that if Massachusetts is to retain her foremost position as a manufacturing State, more attention must be paid to the application of art and science to the leading interests of her manufacturers. If this is true of the State, of no town is it more true than of Pittsfield. This is the only town in the Commonwealth having more than ten thousand inhabitants, which has refused to comply with the law (Acts of 1870, chap. 248, sect. 2), in not making “provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age either in day or evening schools, under the direction of the school committee.” To what extent the public lessons of disobedience to law are to be taught the people, by voting to ignore and violate a legal requirement of the State, is not for the school committee to decide; this responsibility rests wholly with the town.

Every mechanic should remember that the skilful mechanic alone is sure of permanent work. The financial panic has proved this. In the dullest times, the manufacturer must not lose—he cannot afford to lose

—the skilful artisan ; the artisan who can take his pencil and show the plan of his work before he has commenced its execution. Besides, some sort of technical training for every young woman, that she may be able to push off into the stream and paddle her own canoe, instead of waiting passively on the bank for the coming man to sail down and invite her to sail with him, accords with the convictions of most people, however slow they may be to make the practical application.

With these, and his long-cherished and oft-repeated convictions of the utility of mechanical drawing, the superintendent continues to urge the establishment, as required by law, of an Industrial Drawing School, sanguine of great and beneficial results, and certain that it would become an important auxiliary to the highest interests of the town.

Evening Schools.—Three schools have been kept through the winter, for the benefit of persons who may not have enjoyed the advantages of an early education. For obvious reasons, pupils under fifteen years of age have not, with only a few exceptions, been admitted to these schools. Persons under fifteen, employed in constant labor through the day, need their evenings for rest and recreation, rather than for study in the school-room. Besides, other provisions are made, at the public expense, for children under fifteen, and they are required by law to attend day-schools. Experience teaches that the admission of pupils less than fifteen hinders older persons from attending, and thus the danger will be to defeat the purpose for which evening schools were established. The superintendent would suggest that there be smaller schools, and only those allowed to enter who are willing and anxious to learn. In order that the expense of the evening schools may be diminished, I would hereafter so grade the pupils and arrange school-rooms that all persons over fifteen years of age, who really desire to learn and receive the benefits of the schools, should be suitably accommodated. I think that those who seek amusement, and wish to spend their evenings in such schools as mere pastime, will be sure to find there, in future, nothing congenial or sympathetic. Where a hundred or more young persons, accustomed to work during the day, collect in one large room, it is difficult to obtain good order, and unless this is gained the instruction is mostly lost. Whatever of opposition, and however great the drawbacks may have been in establishing and supporting these evening schools, the experiment, begun four years ago, has, I am happy to say, proved quite successful. Justice demands that all the outlying manufacturing villages of the town should receive their share of the benefits of evening schools. To this end, such schools ought to be organized and taught in their immediate neighborhoods. Should the town decide to support these schools another season, I wish there might be one established at Barkerville.

To those of our citizens who still oppose and are prejudiced against taking a kindly interest in the work of furnishing such morsels of education as are given in the evening schools to those who are asking for the same at our hands, and who have been deprived by misfortune of the common educational privileges of childhood, I would respectfully request that they visit these schools at their leisure, and see and judge for themselves as to the merits of this system of evening school education.

Superintendent.—JOHN M. BREWSTER.

STOCKBRIDGE.

Every tax-payer has a right, and ought to demand, that the money he pays for any specific purpose should not only be spent economically, but should accomplish, as far as possible, the object for which he pays it. If it is just to compel every man to pay a tax for the education of each child, is it not equally just to compel each child, by constant attendance, to make a proper use of the money so paid? "The law does not take a man's property, or allow it to be taken, without an equivalent rendered." On that principle, may not the tax-payer demand as an equivalent for his tax that the child shall attend school? He has built a school-house, he pays the teacher, his property has been taken; but where is the equivalent? Not in the school-house, if the child does not enter it; not in the power of the teacher to influence the child for good, if the child does not meet the teacher. Has the parent any right to keep the child from school, and thus deny him the advantages which our Public Schools afford?

At the time of abolishing the district system, in 1866, Stockbridge stood among the three hundred and thirty-four towns in the State, in the amount appropriated for each child between five and fifteen years of age, the three hundred and twenty-third; now the sixty-third, an advance of one hundred and ninety-five per cent. And at the time first mentioned she stood among the thirty-one towns in the county, in the amount appropriated to each child, the twenty-seventh; and now she is the first. Who shall say, then, that we have made no progress during the last nine years?

School Committee.—M. WARNER, H. J. CANFIELD.

WINDSOR.

We should be glad to have all of the schools in town commence earlier with their fall or winter terms, thereby securing a larger and more regular attendance, and, as we firmly believe, a greater amount

of education and benefit to the scholar. We think they should commence as early as the 15th of October.

School Committee.—W. A. WINSLOW, E. H. PIERCE, MRS. J. L. WHITE.

NOTE.—It is the right and *duty* of the school committee, and of no one else, to determine when the schools shall commence and close.

BRISTOL COUNTY.

ACUSHNET.

Your committee are in duty bound to congratulate the inhabitants of the town that we have one school-house that is an ornament to it. We have a commodious and beautiful edifice, pleasantly situated on a high and healthy eminence, commanding a view of a large part of the town. The building committee deserve great praise for the interest and ability displayed in the erection of the building, and at least a vote of thanks for their generosity in giving their time and assistance gratuitously in its erection. The school was opened by a dedicatory service, which was rendered exceedingly interesting by reason of an able and appropriate address by the Rev. William B. Hammond; also Rev. C. E. Walker and others. Your committee entertain the hope that they may enjoy another such season within a twelvemonth. It also affords your committee much pleasure to be able to state that the first school term in the new house has been a perfect success, and has added another proof to the fact, so often reiterated, that a school of sixty scholars is much more interesting and profitable than one of sixteen. There has been a marked improvement in all the branches taught, but the most rapid progress we think has been in reading.

In conclusion we would say, make your school-houses pleasant and attractive, have them occupied by loving, working teachers, and encourage your children to make the wisest use of their advantages, and they will be fitted for the duties of life, and qualified to fill worthy positions in society.

School Committee.—E. R. ASHLEY, B. Y. WARNER, G. P. MORSE.

ATTLEBOROUGH.

The Public Schools in this town, as a whole, we believe, were never better taught than they have been the past year. Not all have been served alike. It would be invidious, however, to make comparisons. The chief part of the work done has been very satisfactory to us. The wonder is that teachers do so well, left, as they are, to work on almost alone, and receiving few expressions of sympathy from the people whose children are their constant care. Teaching is a very different kind of work from mechanical labor. It is not the work of the head and the hands merely. The teacher's soul must be in it or it will not be well done. The expression of hearty sympathy for her in her vexations and trials, and of appreciation of her efforts, will do much to keep alive her best feelings, and to make her efficient in the work of education.

School Committee.—JOHN WHITEHILL, J. D. PEIRCE, E. D. HALL.

DARTMOUTH.

There is another home influence which we think has a decided and beneficial effect upon the scholar who is so fortunate as to be affected by it, fitting and preparing the soil, as it were, the more readily to receive its after-culture. We mean a home acquaintance with books. Children should have books, such as are fitted to their capacities and wants; and if they are taught by precept and example to find amusement and companionship in them, a love for reading and the acquisition of knowledge become, even in childhood, a controlling habit of their nature. The school is to such, not a place of irksome drudgery, but of pleasant and interesting employment; and how much benefit such derive from their home habits is shown by the more rapid and satisfactory progress made in their studies. We know there are some children who do not need encouragement to promote habits of reading, but there are others who do, and we can but think, if the homes of our scholars were more amply provided with suitable books for them, the apparent results from the expenditure of the school appropriation would be much more readily preceptible.

School Committee.—JOSHUA V. DAVIS, ELBRIDGE L. FAUNCE, JESSE TUCKER.

FALL RIVER.

Free Text-Books.—At the beginning of the summer term, by your direction, all the schools under your charge were supplied with text-books at the expense of the city. The adoption of this plan involved

a large outlay of money, and, on that account, opposition to it from the heavy tax-payers might very reasonably be expected. But, so deeply are they in favor of our Public Schools and everything that will advance popular education among us, that the first complaint from any source has yet to be made.

On general principles this method of furnishing books is justifiable, for if school-houses, teaching, fuel and general supplies are paid for with public money, text-books should come under the same category. Our schools were not free till this measure was inaugurated, and I look upon its adoption as one of the most progressive steps we have taken in educational matters for many years. The son or daughter of the poor laborer can now enjoy the privileges of our Common Schools to the same extent, and with the same ease as far as expenses are concerned, as the children of the most opulent among us.

Among the important advantages derived from the system of free text-books, I will mention the following:—

1. Economy. Books are bought from the publishers by the city at wholesale rates, being allowed on all purchases the largest discount known to the trade. The same books, if bought by the scholars at retail, would cost over one-third more. Take an example. A book that retails for one dollar, the city buys at forty per cent. discount, or for sixty cents, thereby saving on the first cost of each book of this kind forty cents. It is easily seen, therefore, that the aggregate amount of money required to supply text-books by the city is very much less than the sum which would be necessary if the scholars had to purchase them at retail prices.

In addition to the saving on the first outlay, there is another point worthy of consideration. By the old plan, when a scholar was promoted, his old books, even if in good condition, became comparatively worthless, as he had no further use for them in school. They were therefore carried home and put on the shelf as worthless rubbish. But by the present plan the books are used by successive classes till they are worn out. By the old plan, again, a scholar was at perfect liberty to mark upon, mutilate or destroy his books as he pleased, as the teacher had no right to forbid him, the books being his own property. By the present plan, the books are charged to the teachers, and they are each held responsible for the proper care and condition of those in their respective rooms. The scholar feels that the books belong to the city, and that the teacher has an interest in their preservation and legitimate use. The parent has the same interest in the books that he had before, for if his child maliciously mutilates or destroys one, he is called upon to make the damage good. The teacher has a greater interest than before in the matter, and is therefore more watchful that proper care is taken of the books lent to his

pupils. By this joint supervision the books are better preserved, and last longer than under the old arrangement.

I am quite certain, therefore, that the actual cost by the present plan, in a series of years, will be less than one-half what it would be under the former way of purchasing. The plan, then, is an economic one.

2. The books are furnished promptly as scholars need them. This item is quite important, for it very frequently happened, when new classes were formed, or promotions made, that some of the pupils could not get the new books needed till pay-day, and the work of the class was retarded thereby. The teachers feel a greater freedom in making promotions where they are deserving, because the books are in readiness for the pupils.

3. There is no odious distinction between the child of poverty and the child of wealth on this account. The pride of no scholar is now wounded by having his book labelled "City Property." This is the right, now, of every child. The rich and poor meet together here, being joint heirs to the free use of school-houses, teaching, books, and all the appliances necessary for acquiring a thorough Common School education.

4. This plan favors variety, where and when it is desirable, without increased cost or inconvenience. Two series of readers can be successfully used at the same time, by having one school read from one series and another school from another, and, after each has been read sufficiently, the books could be exchanged, and thus a greater variety would be obtained without extra cost. This is true of any text-book.

Superintendent.—WM. CONNELL, JR.

MANSFIELD.

"Good teaching is impossible without a personal interest and pleasure in the progress of the pupils." This leads them to a careful study of their natures, different circumstances and surroundings. Long experience may improve a teacher, or it may wholly unfit her for her duties. Besides being a thorough scholar, a teacher must acquaint herself with the more modern and improved methods of teaching; but, above all, a virtuous, Christian character (and Christianity is the embodiment of all virtue) is alone fitted for the control of our youth. They should carefully look for these qualities, teaching every child who comes under their charge, by example as well as precept, that on these and these alone, can be built the structure of true moral greatness and worth. Again, a frequent change in teachers has been an evil from which the school interests of the town have long suffered.

It needs no argument to show that, after a teacher has won the love and esteem of her scholars, become acquainted with their dispositions and habits, and proven herself adapted to their wants,—understanding how she can best serve their interests, regulate and control their manners and tendencies,—to be removed, and her place filled by another, perhaps an entire stranger (and all, it may be, to serve some selfish end or desire of the prudential committee, or some of his friends), must prove very detrimental to the interests and progress of such schools; and yet, in the face and eyes of all these practices, which are constantly and repeatedly being imposed on the different districts, some of our good people still cling to the school district system (a poor and obsolete system, indeed) as “the one altogether lovely.”

Spelling.—Just what the best course to be taken in teaching this very important branch, and what requirements to make, are questions difficult to answer. Our spelling-books are likely to go beyond the common words used by the pupil in writing. Good spelling is not necessary to good reading, and even in obtaining a familiarity with words likely to be so used, we somewhat question the use of the spelling-book.

The committee recommend the spelling of words selected by the teacher from the reading lesson, believing such a method to be far preferable, and of much more benefit to the pupils, than the use of the more hard and uncommon words used in most spelling-books. Such a course will familiarize the pupils, not only with such words as they are likely to make use of, but also with their proper uses; and the habit once formed of observing the spelling of words as they are met with in reading, will almost oblige the pupil properly to spell new words as fast as they are added to his vocabulary; and this formation of habits of observation, this laying of foundations upon which pupils must constantly build, whether they will or not, is just what should be aimed at in all education. We think that spelling exercises, thus conducted, will serve as a real educational means, thereby helping the scholar to enlarge his vocabulary, and also to use it correctly, and at the same time give us much better spellers than we have ever had.

Attendance.—We will admit the parent has a right to control his own children (shall we say a very few do, however?). The control, however, is limited. A parent has not the right, we claim, to deprive his child of food, nor of a Common School education. Neither has he a right to keep his children from school more than is absolutely necessary, more especially when such absentees' irregularities retard the progress of the other members of the school, thereby robbing them of their rights. To them they are, or should be, sacred, and should not be taken away. No school can be of the first order in which scholars are allowed by their parents to stay out every now and then on the most

frivolous pretext. Such scholars are a moth to any school. They discourage the teacher, reduce the attendance, and give a bad name generally to the school. The town pays for their education, and yet they get no education, and we fear this is not the last payment the town will make for some of them.

School Committee.—A. F. MIDDLETON, L. W. SWEET, FOSTER BRYANT.

NEW BEDFORD.

High School.—Because so small a portion of the children who enter the Primary and Grammar Schools pass into the High School, and because less than fifty per cent. of those who enter there remain to graduate, persons not well informed may infer that the High School is rather an ornamental appendage of our Public School system than an essential element of it. The committee believe that this school is not only an essential part of the school system, but that it is an element of power for good, so far as it is efficient, operating upon all the lower grades. It is the goal toward which the more ambitious pupils of all those grades look. Through all their course they reach toward it with a desire to excel, and to be prepared to take an honorable rank when they enter there.

To oblige pupils to pass from excellent Primary and Grammar schools, into a High School of inferior character, would react most unfavorably upon all the grades, and would reduce the applicants for admission to a very small number.

Again, the larger portion of the lady teachers of our corps are graduates of our own schools, and the four years of study in the High School are of inestimable importance to those young ladies who intend to teach; and they are of equal importance to the public whom they design to serve. As is the efficiency of our High School course, so, to a great degree, will be that of the teaching in all our schools. One year in our excellent Training School, or two years in a Normal School, may supply some deficiencies; but neither can be a complete substitute for efficient instruction during the period of High School study.

Words spoken by Rev. G. W. Bosworth, D. D., chairman of the High School committee of Haverhill, Mass., at the dedication of the new High School house in that city in the month of August last, so clearly state the views we entertain upon this subject, that we cannot better utter our own thoughts than by giving a brief quotation from his address:—

“There may be some who believe that the High School receives too large a share of public attention and an undue proportion of the funds.

spent for education, that too few enter its halls, and too many are excluded from its privileges, and that the money spent here ought to be spent in schools of lower grade. In our judgment this opinion is erroneous. When the facts are fully examined, it will appear that, paradoxical as it may seem, in this matter of education the higher forms support the lower, rather than the lower support the higher. The University with its Colleges, the Academies and the High School form the base of the magnificent pyramid of our system of popular education. As in the supply of a city with water the reservoir must be elevated in order that the streams may descend with force sufficient to reach every building, so must there be fountains of higher learning and culture, in order that these blessings may be distributed freely among the masses.

“History confirms this position. The process of education never commenced with schools of a primary grade. The revival of learning never commenced in Seminaries where mere rudiments were taught. Before, and immediately subsequent to, the Christian epoch, there were schools for the select, while the masses were left in ignorance. From the sixth to the fifteenth centuries were established Universities and Colleges in many parts of Europe. And during this period various efforts were made to extend the advantages of education among the common people. But it was reserved for the reformers, headed by Luther, to achieve success in this noble enterprise, and for New England to establish the Common School system. And it is a significant fact that the first law in this direction was enacted in 1647, eleven years after Harvard College had been founded. This fact illustrates the common law, that the higher schools precede and sustain the lower. These higher Seminaries will fix the standard, furnish the instructors, the incitements and the enthusiasm for the lower. Therefore, what has been expended in this school is destined to reach and benefit every school in our city and its parishes.”

Impressed with these views, the committee have desired to give the High School that position which its importance demands.

Training School.—This school has steadily gained in the confidence of the committee and of the public. All of the seven young ladies who graduated from it last June received appointments as teachers in September, and all of them are doing acceptable service. All that was said of this school in the report of last year, we are prepared to repeat with increased emphasis.

At the beginning of the present school-year, fifteen graduates of our High School entered as students in the Training School. On account of the largeness of the number, the committee have been obliged to adhere strictly to the rule admitting only such persons as have passed through a course in the High School, or its equivalent.

Mill School.—This school has remained in charge of the same teachers as last year. The average attendance has been about the same.

It has been hoped that arrangements would be made by the authorities of the Wamsutta and Potomska mills, by which the children in their employ might enter the school each three months in classes. By so entering, they would be able to study with more system, and the efficiency of the school would be greatly increased.

The difficulties in the way are great, owing in part to the fluctuating nature of the mill population, and in part to the unwillingness of many of the parents to dispense with the money which their children can earn by continued labor.

The Mill School is based on no class distinctions, but on the simple and evident fact that a child who attends school but a few weeks in each year cannot receive the kind of instruction which he needs in a graded school. If it were as well for such children to enter a graded school, then the Mill School might be discontinued; but years of careful observation convince us that such is not the case.

Drawing.—Instruction in this branch of education is now obligatory upon the school committees of the towns and cities of our Commonwealth. Difficulties attended the work at its beginning, because all concerned in it were inexperienced. Three years of persevering effort have removed many of the former difficulties, and we believe that the art department of public education is assuming its proper place in the system.

The best possible results need not be expected until a race of teachers has been raised up composed of persons who have been drilled in this, as in all other prescribed studies, through their entire school course. When this time arrives, drawing will be as readily taught as writing, and the services of a special teacher will be needed only in the higher grades, and perhaps not in them:

Of the intensely practical importance of art-education, aside from its æsthetic bearings, there can be no question. There is not a business or profession, from that of the men who till the soil, or of those who plough the main, to that of men who govern nations, or of those who lead in the van of scientific discovery, in which great advantages are not derived from being able to express one's plans and conceptions by appropriate drawings. And who does not envy the skilled artist the power which enables him to portray scenes of beauty or mental pictures in a language which all men understand, and in such a way that he who runs may read, and that the wayfaring man, though a fool, need not err therein.

Art in our schools should not be mere copying from books; but, needful as this is in the beginning, the constant aim should be to enable pupils to represent familiar objects about them, and to express

their own thoughts with the pencil as readily as they learn to express them with the pen or by spoken language.

Truancy.—It is believed that there has never been less truancy than during the past year. All cases reported by the teachers have received prompt attention. Great credit is due to the teachers, who have been faithful in their endeavors to secure regular attendance.

Parents sometimes complain that the school requirements as to regular and prompt attendance are somewhat severe; but those who consider will not fail to be convinced that such requirements, strictly enforced, are essential to the efficiency of our schools. Such, indeed, is the importance of this subject, that exaggeration is well-nigh impossible.

Cases of deliberate truancy are comparatively few. The most frequent cases of difficulty are those in which the parents do not realize the value of education, and so allow their children to absent themselves for trivial causes. Judicious conference with such parents is an important part of the duty of the officers having this matter in charge, and there are few parents who will not coöperate with an officer in securing the prompt attendance of their children when the necessity of it is properly laid before them.

Truancy prevails mostly in the lower grades of the Grammar and the higher grades of the Primary departments, including boys from ten to fourteen years of age, and who belong, in most cases, to families in which home government is not the best. Children who are well trained at home seldom need school discipline of any kind.

The committee have hoped that before this time a suitable county school for the accommodation of truants would have been established; but no movement in that direction, so far as we are informed, has been made during the past year.

It is highly necessary that boys who have no one to care for them at home should be placed where they shall be treated, neither as paupers nor as criminals, but as unfortunates who need the fostering care of the civil authorities, that they may be trained to habits of industry and virtue.

Chairman.—B. S. BATCHELOR.

Nowhere in the land, I venture to say, is there a corps of teachers, taken as a whole, more studious and laborious than our own. And the results are so marked,—a teacher's studious self-culture, indefinitely multiplying her intellectual resources, so directly and manifestly enriches her instructions,—that the contrast of condition between the school-room of such a teacher and that of one whose lack of interest or of intellectual energy has prevented such culture, tells the whole story without the need of words.

Culture in Teachers.—Is it impertinent and tyrannous to expect such culture on the part of our teachers? I am led to believe that the school authorities of New Bedford are sharply criticised by one and another of those whom they employ, on the ground that they are exacting more than it is customary in other places to exact; more than they have a moral right to exact. There are those who seem to make the work of the teachers in those localities in which the old-fashioned mechanical text-book routine fills up the measure of requirement the standard of what is reasonable and just. But looking at the subject from the side of the scholars' interests, which is rightfully the most prominent point of sight,—for surely a teacher's fitness is to be measured most of all by her opportunities of working to the advantage of her scholars,—is anything demanded of New Bedford teachers that is prejudicial to those interests? anything, indeed, that is not instinct with the central vitalities of intellectual development and growth? And even though we give prominence to the teacher's personal relations to the question, is there anything in those relations to alter the conditions of the problem? Is it not a prerequisite in connection with the appointment of every teacher who enters our service, that she shall have completed the High School course of study, or its equivalent? And what does that mean? Does it mean that the attention which is paid in that school to science and the *belles-lettres* by those who propose to become teachers, is merely an arbitrary preparative, that will have exhausted its usefulness when it has helped one to a school? So, from various indications, it might readily be supposed. When, for instance, a candidate is to be approved, in view of a position in a Grammar School, the general supposition seems to be that she will be examined in only "the common branches," meaning those elementary studies which are the leading branches taught in a Grammar School. I have known examiners under such circumstances, and that repeatedly, to oppose the suggestion that the candidate should be subjected to trial upon a broader range of studies than that to which her instruction would be technically confined, as not only superfluous, but illiberal and unjust. But—candidly expressing my own judgment on the merits of the case—should a candidate for such service be before me, with whose antecedents I was unacquainted, so that I should feel it important to subject her to a searching examination, I should be earnest, above all things else, to test her knowledge of those studies which transcend the ordinary limits of Grammar School instruction. If she knew no more than is embraced in the popular idea of such limits, I would not approve her, no matter how proficient she might so far be. For she would inevitably teach at a loss. She should have had intercourse with studies which would have provided her with a far more comprehensive stock of ideas and facts,—studies which imply a range of mental

application, discipline and culture, that, out of the rich treasures of intelligence it has stored up in productive order in her mind, can furnish abundance of leaves and flowers to make lovely and attractive the bare, homely growths of the elementary field; abundance of apt illustrations to enrich and make effective all foundation truths and facts; and through hints and suggestions reaching out beyond the meagre limits of ordinary elementary study, to communicate conceptions of the illimitable vastness and variety of the universe of knowledge, that will stimulate an unappeasable curiosity in many a nascent mind, put genius on the track of its possibilities, and produce results in development and culture that would elsewhere never occur. It is the influence of such culture that our American elementary schools need above all things beside, to give them proper character, power and effect. They will prove meagre in performance and stunted in achievement so long as the acquirements supposed to be necessary for their teachers shall be limited to the text-book matter of the "common branches," which constitute the chief part of their curriculum. Like a dwelling denuded of its furniture and adornings are these branches likely to be to the scholar, as he plods along, when all the advantage he can receive from his teacher is the assistance rendered possible because she has passed over the same ground before him. The dwelling may be complete in itself, its floors may be laid to sustain the feet, its windows glazed to admit the light, its roof secure to avert the storm; yet its naked apartments send back a feeling of desolation. The carpets are needed,—the chairs, the tables, the pictures, the books, the utensils,—to suggest those home delights, those seasons of rest and comfort, those gratifications of taste, those satisfactions of affection, which make up an alluring picture. So the "common branches" taught in our schools form, in some regards, the framework of all possible culture. But if some charm of those ulterior possibilities be not reflected back on them, by way of suggestion and illustration, out of the resources of those who have enjoyed such culture, due attention may be grudgingly bestowed on them by the scholar, and repulsive associations throw off the youthful mind from intellectual pursuits that might have been pleasurably attracted, and confirmed in scholarly characteristics and endeavors.

Such is the value that I attach to a broad and generous culture in our teachers, in reference to the beaten track of instruction alone.

A word now respecting that range of instruction which is independent of text-books, and on which, for special reasons, we set much store,—is that prejudicial to the scholars' interests, or outside of a teacher's duty? The object and oral lessons for the Primary grades, that are intended to stimulate the observing faculties to habitual and interested activity, and to lay the foundations of such a knowledge of

language as will best prepare for subsequent masteries,—are they not admirable elements of instruction, and may not the teachers justly be required to conduct them so that their usefulness shall be vindicated and their office fulfilled? The oral lessons of the Grammar department, designed to carry forward the recognized purposes of the same range of instruction in the Primary Schools through more advanced stages of progress, and, furthermore, while providing stores of useful knowledge, to interlink the work of the school-room with the activities of the busy world,—can our educational provisions be more wisely adapted to their aims, and can any aims be truer to the great comprehensive objects of instruction? Should not the teachers undertake these lessons, therefore, with that certainty of success which fresh and generous culture on their own part alone can secure.

It may be objected that the compensation of female teachers is so meagre and insufficient as to make a demand upon them for such culture a gross imposition. There should be some sort of equilibrium between the amount of pay and the quality and quantity of the work performed.

This is specious reasoning, and from one point of sight it is perfectly sound. But in every other light it is utterly untenable.

It is sound in this regard, that the fact it alleges is true. All candid persons are ready to confess that female teachers in general are greatly underpaid. Could you, gentlemen, through a reasonable exercise of your official prerogative in this matter, duplicate the salaries of our own female teachers, I feel sure you would do so with delighted alacrity.

But human nature is such in its frailty and selfishness, that the law of supply and demand in almost all the concerns of life, however unequally and oppressively it may bear, is found to be as inexorable as it is omnipotent. Especially is this true in connection with public affairs, where those who seem to be possessed of absolute control are really only the agents of the community, and are held responsible to public opinion. They must not venture to set this dominating law at defiance, even in behalf of abstract right and justice, else a popular reaction, while it hurls them from authority, will very likely make the condition of things which they sought to rectify more unjust and oppressive than before.

Such is the position of school authorities, among others, in this democratic land of ours. The compensation they give their teachers is inevitably regulated, to a large extent, not by their personal convictions of desert and justice, but by the law of demand and supply. They may be satisfied that a woman's work, when accomplished as ably and successfully as the same work is accomplished by a man, is worth as much as may be given to the man. But, for reasons that

need not be stated, women throng after positions at a half or a third of the compensation which is necessary to secure a competent man. And he must be sought after, even at that. And since the schools of our cities and towns make enormous drafts on the public purse,—larger, in almost all instances, than are demanded by any other public interest,—female teachers are wronged by inadequate salaries, not through the heartlessness of their school committees, but through the irresistible force of circumstances. I have often asked myself, were the labors of female teachers rated financially at the value placed on similar labors when performed by men, what would become of our schools under the intolerable burden of their cost?

It is important that our teachers should bear these facts in mind, that they may clearly understand the relation in which you stand to them in these particulars, and be led to place a true value on your appreciative sympathy and regard.

And they must realize, also, with a force that shall dislodge all antagonistic conceptions, and engage them in their work with unconquerable enthusiasm of spirit and untiring energy of performance, that let the position of the school committee be what it may in relation to their financial engagements with the teachers they employ, the character and extent of the services of the latter are never to be measured by the rate of their compensation. The extent of a teacher's opportunities is the sole measure of his responsibility and duty. This ensues, not so much from the fact that in every contract with a teacher there is an implied stipulation that he shall put his whole being into his work, so far as it has dimensions to take him in, as from the far more impressive fact that the teacher who is capable of coolly graduating the amount of his efforts by the amount of his pay, is not fit to be a teacher at all. This is a service which admits no divided empire in the spirit of him who undertakes it. It must have the whole heart, or it is nothing. To quote a passage from a former report: "If the central and ceaseless spur to effort be not a living interest in the work itself, it is by that very token utterly worthless. The measure of that interest alone is the harbinger of true success. And we are justified, therefore, in demanding that this living interest shall be manifested, with all that it implies and all it promises. We are justified in demanding of every teacher who enters our employ, that there shall be a dedication of self to the service, which shall be altogether independent of incidental circumstances; working interestedly and unreservedly, whether the remuneration be ample or niggard, the school-room attractive or ugly, the scholars refined or boorish; impelling steadily to systematic personal improvement, and to a broader and firmer grasp of the essentials of duty. I should not care to express what I feel, when the truth comes home to me, as it sometimes does, that a teacher has

accepted her position solely as a makeshift for occupation ; that she has neither the impulse nor the purpose to put heart into it, and to accomplish herself for it more and more ; that all she does is time-serving and perfunctory. I can tolerate that the poorly-paid laborer in a ditch should throw only one shovelful of earth for every two of his co-worker ; for what he does accomplish is accomplished once for all. I can tolerate that the journeyman should shove his plane and wield his hammer, hating his occupation, and grudging his exertion ; for the board is planed and the nail is driven, whatever be the feeling that lurks behind the effort. But a teacher's work derives all its efficacy from the tone of that teacher's spirit ; and if the sanctions of true motive do not vindicate its pretensions, it would better not have been performed at all."

I should be sorry to convey the impression, by the preceding remarks, that any considerable number of our teachers are either querulously airing their dissatisfaction at the insufficient amount of their pay, or are indisposed to devote to their duties the measure of effort which they demand. My motive in penning them had no such definite and personal stimulus. It is with sincere pleasure and gratitude that I bear record to the devoted interest of the most of those whom we employ, rising superior to all selfish incentives, and resulting in successes that are redounding to the high character and reputation of our schools.

Superintendent.—HENRY F. HARRINGTON.

NORTON.

The principal hindrances in the way of securing good teachers are, a carelessness on the part of the local committee in making their selection, and an indisposition on the part of public opinion to permit the examining committee to do their duty. The teachers are too often selected either through relationship or intimate friendship, without regard to their real worth. They may be able to answer the required per cent. of the questions put to them at the examination, but a single term's trial proves them to be unfit for imparting what they know, unfit for managing a school, and, in short, unfit for anything connected with the school-room. Still, if the examining committee should reject them because they lack these qualifications, though they may be the most important, the Pillars of Hercules would not be able to shoulder the abuse which would be heaped upon them. The visiting committee do not arrogate to themselves any peculiar wisdom in the selection of teachers, but they simply say that the local committee ought either to visit their respective schools and acquaint themselves, by personal observation, with the merits and demerits of

their teachers, or else pay a little deference to the united opinion of the visiting committee. Hearsay evidence is no better in schools than in law.

Visiting Committee.—BENJ. E. SWEET, LLOYD E. WHITE.

RAYNHAM.

In the law, the State assumes its right and duty, “for its own safety and advantage,” to oblige the parent to give to the child—rather receive what is freely provided for him—an education adequate to his future position as a citizen of a free and generous State. It has become a wretched and disastrous characteristic of American society to feel a kind of involuntary antipathy against law and the execution of law. And in this condition of feeling the question is glibly and loosely asked, Why not leave the matter of attendance on school to the good sense, the humanity, the parental affection, and the self-interest, even, of the parents? All law, in civilized and Christian communities, does leave it with them, when they are found to be sufficient. All parents and guardians, in whom good sense, true affection, true humanity, true self-interest and true dutifulness to the State and the child, prevail, are under no law; they are above and before all legislation,—above and before all outward compulsion; “they are a law unto themselves, and do” by this excellent “nature the things contained in the law.” School law, any more than the divine law, was not made for a righteous man, but for transgressors; for those whose natural affections are found, in daily facts, to be inadequate to secure the true temporal interest of the child; for those whose public interest has not been sufficiently developed to make them good and faithful citizens; for those who are so lost in the passions, pleasures and foolishnesses of the present as to provide nothing for body or mind, of themselves or their children, for the future; for those to whom all of life and existence is an idle, irresponsible, foolish *now*. The State does not propose to multiply such citizens, It proposes to take kindly, but firmly, the children of such, wherever found, and to use its kindest and firmest endeavors to make them good, capable citizens, happy in themselves, and virtuous, intelligent and happy in the discharge of their duties,—in the support of all that is good and noble in civilized society. It certainly seems but the fair and reasonable complement of the law compelling the payment of taxes for the building of school-houses and maintaining teachers in them, to insist that the children for whom they have been provided should actually come under the training, for which alone the expense and all the facilities of school life have been demanded. If it is safe to leave to human

caprice to act on "its own sweet will," whether they send their children to school or not, why is it not equally safe to leave it to human caprice to pay the school expenses or not? If the one is only safe under the law, why is not the other? These are but hints in this direction of thought.

Drawing.—Considerable attention has been given to drawing,—a branch which is somewhat new in the schools of the State, but a branch which has awakened a sudden and surprising interest. It is made obligatory upon towns of ten thousand inhabitants, or more, to sustain a school for this purpose. It is required to be taught in all the schools of towns, when better facilities are not provided. It has already developed a faculty in our American children that we hardly believed existed. We propose to cultivate it here, most systematically, in the future.

School Committee.—ASA MANN, JOHN M. MANNING, NATHAN W. SHAW.

SEEKONK.

We do not doubt that parents and tax-payers are interested in our schools; but simply an interest is not sufficient. It should be made apparent to scholars and teachers. Scholars should be willing to study, and teachers to labor, from a higher motive than a love of praise; but no one can doubt that when the community generally visit schools, and manifest an interest in them by especially noticing all improvement made, an additional incentive is presented for increased effort on the part of both teachers and pupils. If it were known when there is to be a public examination of our schools; that the parents and friends of education generally would be in attendance; that the examination would be thorough and critical; that teachers who have been successful in disciplining and training their schools; that scholars who have been punctual, studious, and exemplary in their deportment, would not only receive the approbation of the committee, but that their efforts would be appreciated by the community, we are confident an impetus would be given to our schools promotive of good.

School Committee.—JOSEPH BROWN, A. N. MEDBERY.

SWANSEA.

Life should not be pictured to us as it is in certain trashy newspapers and worthless books and pamphlets, but as it reveals itself in the history of the world and in the lives of the great and good. Much study at home may not be expected or required; but if the parent can substitute the real for the fictitious; if he can direct the attention of the child to those pleasing works of travel, biography and history which are now so common, the effect upon our schools would be most

salutary. We should witness a higher standard of scholarship; we should less often meet with that notable lack of general information on the part of our youth. The result would be more correct notions of the aims of life, and a more elevated manhood and womanhood.

The study of drawing may not be so thoroughly taught in our mixed schools as it is in graded schools, but that is no reason why it should not be introduced into them; neither is the fact that the teacher has not been taught a sufficient reason why it should not be studied. Any teacher, with the helps she may command, may acquire a knowledge of the elements of the study, and by application be successful in imparting the same knowledge to others. It is pleasing to note that the number of our teachers who are acquainted with drawing is yearly increasing.

Some reasonably object to the introduction of too many studies into the schools; but the advantages of this study, its relation to other branches, and the limited time that may be devoted to it, are a sufficient reason why it should find a place in our schools.

Superintendent.—JOB GARDNER, JR.

TAUNTON.

The chief obstacle to the enforcement of compulsory laws is the need which the parent has for the profits of the labor of the child. It is an obstacle difficult to be overcome. Sympathy shields the parent from prosecution, and the child is guilty of no offence. We would say nothing derogatory to the graded system. The rapid progress which our schools have made since it was established bears witness to its value. We believe, however, that it sometimes tends to discourage children, who are obliged to work, from attending school during the time required by law. It frequently happens that they are not fitted for any class in the school. They are either ahead or behind; and are sometimes compelled to lose valuable time, by being placed in a class with those who are too young to endure the mental effort, of which they are capable. In some cities, special ungraded schools have been established for such children, with good effect; and we would suggest, as an experiment, that a similar school be established in this city, and that special effort be made to bring into it all children, who, wilfully or necessarily, absent themselves from the graded schools.

The half-time plan, for the lower classes of the Primary department, has been in successful operation about two years. The experiment has been fully tried, and we give it our unqualified commendation. It is economical; the children make quite as rapid progress as under the previous system; and each room, having a smaller number of pupils

at a time, is comparatively free from the poisonous atmosphere which formerly pervaded it.

School Committee.—GEO. H. BABBITT, *ex-officio*, Chairman, EDMUND H. BENNETT, JAMES H. DEAN, *ex-officio*, JOSEPH DEAN, HENRY M. DEXTER, WILLIAM E. FULLER, CHARLES F. JOHNSON, THOMAS J. LOTHROP, STEPHEN M. NEWMAN, JOSEPH PHILBRICK, CHARLES YOUNG.

No greater calamity can befall a school, no greater injury can be inflicted upon a child, than to be left undisciplined. No greater evil can threaten the community than that disobedience to and disrespect for authority should be practised or countenanced in the educational nurseries of the nation. The Public School, as an institution of the State, is intended to train the young to become, not only intelligent, but obedient and useful citizens. The greatest and best lesson to be learned is that of obedience to lawful authority. Without this, not only is the usefulness of a school curtailed, but the developing citizen is unfolding elements subversive of all well-regulated government, whether in or out of the school, whether humanly appointed or divinely constituted.

The Free Industrial Drawing School was reopened early in November, and was maintained for a term of sixteen weeks. For convenience in seating the pupils and instructing the classes, the school was divided into two sections. Classes in freehand, and beginners in mechanical and architectural drawing, met on Monday and Friday evenings.

The number of different pupils in attendance was 221; average number belonging during the term, 208; average attendance at their respective sessions, 171. Highest age of pupils, 50; lowest age, 15; average age, 22. Number of pupils in freehand drawing, 82; males, 48; females, 34. Number in machinery drawing, 77; architectural, 62.

The plan of study set forth in my last annual report was pursued. The aim of the instruction was not to work up selected specimens of rare excellence, but to accomplish good results on the whole; to assist pupils of average and inferior art talent, while not neglecting those of superior ability. "The greatest good to the largest number" was the motto of the principal and his assistants.

Within my knowledge our city has engaged in no educational enterprise, except the regular Public School system, which has been sustained by popular sentiment, at the outset, so well as that of the Free Industrial Drawing School. Its maintenance involves considerable additional expense to the school department, and this expense has been cheerfully met by the people.

An excellent movement was inaugurated, last spring, by setting out trees in the East Taunton school lot. It is hoped that this movement

will be followed by a similar provision for the grounds at the Weir, Whittenton, and Westville schools, and for all the large school lots not already furnished with suitable shade-trees.

Superintendent.—W. W. WATERMAN.

DUKES COUNTY.

EDGARTOWN.

One very happy and favorable result is observable from the longer period we have been enabled, through your indulgence, to continue the schools. Whether pupils are in the school some six or seven months, or nine months, makes a marked difference in their advancement in scholarship. The streets and highways afford but little aliment for mental or moral growth, while on the other hand the school-room is the place where our children may gain intellectual strength and culture. All the higher institutions of learning keep their sessions ten months of the year; many of the towns of the State continue their Common Schools over nine months, or even ten months. As well might we attempt to successfully cultivate the most beautiful flowers in the untilled soil of the wild fields, as to expect that children will become cultivated, refined and intelligent, a majority of whose yearly time is spent in idleness and without restraint, or even if a bare majority of time should be spent in the school-room; because, even in such cases, the habits of study are not so easily acquired as are the habits of play and idleness. The latter are supported and strengthened by nature, and are not overcome without mental labor and sacrifice.

All through our own State, the New England States, and the whole country, there is a rapidly increasing interest in all educational matters. This town stands behind a large majority of the towns of this State, and far behind all the cities, in these things. Can we afford to keep in the rear? Have we so much more money than the rest of the cities and towns of the State, that our children can live independently, without education? If so, let us rest from our labors; but if otherwise, then let us apply those means of power and wealth, which are so productive in other portions of the State. Mind you that education is a power, productive in a thousand ways of the advancement of wealth, position and happiness. The poorer we are, the harder we should work. The poorer we are, and the further in the

rear we are in educational interests, the more money we should expend in order to come up to at least an average rank. If we adopt the other course, then we shall drop to a still lower level. Does the farmer who expects to thrive sow little or much? If little, his reward is small. If much, then he has a plentiful crop. It is just so in education. If you spend but little for the children in this respect, then they will grow up stunted and dwarfed, without moral force, and without proper mental strength to make their way through the world.

School Committee.—SAMUEL OSBORN, JR., WM. W. HALL, SAMUEL KENISTON.

GAY HEAD.

If you decide to send your children to school, rather than educate them at home yourself, you should conform to the prescribed regulations; that is implied in the contract between you and the teachers, and between you and the whole school. You have no more right to break into the order of school regularity than you have to stop a train of cars between two stations for your own convenience and to the inconvenience of the rest of the passengers. But not to insist longer on this view of the case, it is important that your child should understand that while he is attending school, school is the main thing. You cannot impress him with the idea that education is something to be valued and prized and striven for with earnestness and patience,—in other words, you cannot educate him at all,—unless it is made the great thing, to which other things, your convenience and his fancies, must bend.

School Committee.—CHAS. H. MINGO, THOS. MANINGS, AARON COOPER.

ESSEX COUNTY.

AMESBURY.

We feel that our schools are worthy of more notice from the public than they receive. The results attained by our present system of education are satisfactory, and compare favorably with those of surrounding towns and cities. We have demonstrated satisfactorily that our boys can be fitted for College, and our girls made competent teachers at home, as well as to incur the extra expense of one or two years at an Academy. Cheapness has ever been our boast, and it is

really surprising that so good an education can be obtained for the paltry sum which it costs per scholar.

Never in our school history have we had a more thorough, hard-working, painstaking corps of teachers, than during the past year. The position of the teacher is one of great responsibility, and, being so, is entitled to the same compensation that the same culture, intelligence and labor would command in any other profession. A certain amount of talent is worth so much money in the market, and if we do not give a fair equivalent for what we require, some one else will, and the result in the end will be, that we shall be left with teachers who will be dear at any price.

In the school system, property is taxed to protect itself. Education is the only arm by which the law can reach a certain dangerous and restless element; hence the money we are forced to spend for truant officers and to furnish books for the indigent is an investment of a productive nature that will amply pay.

School Committee.—H. G. LESLIE, JOS. MERRILL, FRANK WIGGIN.

ANDOVER.

Surprise and dissatisfaction are often expressed, not only by pupils, but by parents, when the former have to be dropped from a class through inability to go on with it. But it must be manifest that regularity and proficiency are necessary conditions of advance. While there will always be a considerable difference in the capacity and industry of the members of classes, and the toleration of some who lag behind, yet we must insist on the attainment of a certain average of excellence. A class should not be kept back, or have its tone depressed, by the weight of one or two who cannot, or will not, advance with it. Again, the fear of being left behind is the only safe stimulus we have to apply to those who are not disposed to make the proper effort.

It is the desire of the committee to supply the schools with the very best teachers they can find, and, theoretically, they allow nothing to influence them, except the qualifications of the individuals applying. In practice, however, nearly all the schools are taught by residents of the town. A number of our young ladies graduate every year from the Punchard Free School who have in view, for a time at least, the occupation of teaching. And it is certainly desirable, other things being equal, that their applications for schools should have the preference when vacancies are to be filled. But, even if other things are not equal, the situation is such as to render it morally certain that the teachers of the town will for the most part be chosen from these grad-

uates, and that the excellence of our schools will, as in years past, depend largely on the quality of this home-made teaching material. The committee are aware that the Punchard School cannot do for its pupils all that a Normal School could do. Yet if, by the formation of special classes, or by the lengthening of the course for those who are expecting to teach, or by dropping some of the studies which are pursued only with a view to general culture for a more thorough training in those which will be of immediate use, it could send out graduates more fully prepared to give instruction in the branches taught in our Primary and Intermediate schools, it would be doing a double service to the town.

Many of the pupils of the Grammar School complete their book-education with its course, and, if they leave it with an embarrassing dread of putting pen to paper, this dread is likely to haunt them the rest of their lives. It is important that some kind of drill in composition should begin, at least, as early as the study of grammar, and that it should be pursued, not as an occasional and outside exercise, but either as a daily or a semi-weekly one. It is not necessary for this training that formal compositions should be written. A little book, entitled "Elements of the English Language," has been introduced into the second and third classes, by the aid of which they are twice a week put through a drill exercise in the formation of sentences. The result has been encouraging in two ways. The scholars have generally been interested in it, thus showing that it is not beyond them; and second, they have demonstrated beyond a doubt the need of such an exercise for securing a serviceable knowledge of grammar, spelling and composition.

If the parents of this district (Abbott Village) could appreciate what an injury they are inflicting on their children, by frequently interrupting the early stages of their training, they would surely make a great effort to reform their practice in this matter. Those who leave for several months every year lose not only the time that they are away; they lose the habit of study; they lose by forgetting, and, what is still worse, they are apt to lose all heart and interest in the work. The necessity of continuing for a long time in classes with those who are much younger than themselves, and seeing year after year those with whom they began passing to the higher classes of the Intermediate while they are still in the Primary department, is discouraging to a degree that must often result in permanent injury. As has been suggested by one of the teachers in this district, it would be a great economy, even from a pecuniary point of view, if those who are expecting to work in the mill would continue straight on till they have completed one year in the Grammar School. This would still permit them to begin work at a very early age. And they would

have, not only a better education, but more courage for any kind of work, than they can have by attending school a much longer time at intervals.

School Committee.—HENRY S. GREENE, *Chairman*; SAMUEL H. BOUTWELL, *Secretary*; FRANCIS H. JOHNSON, *Auditor*.

BEVERLY.

Generally, we can say, in addition to what is said upon these special subjects and in the separate reports, that a good year's work has been done in all the schools. The common branches have been well taught and well learned, as have those of the more advanced studies. The daily work, as well as the reviews, exhibitions and examinations, closing with the graduating exercises of the High School,—all give good evidence of thorough work and real progress. A reference to our past school history, as furnished by Mr. J. D. Tuck, informs us that in 1826 a large committee was chosen by the town, of which Rev. Dr. Abiel Abbot was chairman and Hon. William Thorndike secretary, and upon which was Dr. W. C. Boyden,—the latter doing much then and thereafter for the classification of our schools. The report of this committee states the whole amount then paid for public instruction as \$1,876, while for Private Schools, \$3,385 was expended. There were ten districts, averaging about six and one-half months' schooling. The regulations of the committee allowed "persons a little advanced in age to stand in the highest classes, who have not accomplished all that is required in the junior class." And, as late as 1854, Rufus Putnam, Esq., our then superintendent, says, in his report: "Until within a few weeks there were not, in all our Public Schools, a single member who was pursuing any mathematical study beyond common arithmetic. At the present time, three or four boys in one school are studying algebra; and in another, five boys are studying surveying without having studied geometry." "We are not to infer that this is the fault of the teachers," who often have "from fifty to ninety scholars, many of whom are poor readers, and poorer spellers, who cannot compose a good English sentence, and whose knowledge of arithmetic and geography is very limited." Mr. Putnam further says: "Nothing so directly tends to promote the increase of wealth, even, of a community, as the thorough mental training of its youth, and the results of parsimonious appropriations for their education will most certainly be manifested in the want of a high spirit of enterprise and thrift in those youth when they come to be men."

The present condition of our Public Schools, as compared with the times to which these extracts refer, suggests somewhat the advance in

studies and mental training which has been made, and the consequent discontinuance of our Private Schools ; but this difference is not more marked than the equal chances now given to female scholars in all the schools, who, when the town grammar and the reading and writing schools were established for all the town, in 1809, were only allowed to attend the latter school during the months of June, July, August and September, with such of the younger male children as the committee might direct. Now the girls have equal rights with the boys in all our schools, and prove themselves fully equal to the situation.

For the Committee.—JOHN I. BAKER, *Chairman.*

BOXFORD.

Nearly without exception we have had able teachers. This is an advantage especially appreciated by the committee. A load of anxiety is taken from our minds when we can place a school under the care of a teacher whom we know and trust. We have been fortunate in retaining some tried and experienced teachers, whose record has been always good amongst us, and this action has proved itself wise. Is there any reason why the same teacher should not return to her place term after term, and year after year? Children do not change parents, except by sad calamity ; their homes remain the same, with the same familiar forms and faces about them ; why not the same teacher through their schooling? That this reasoning is sound, that it is wise to keep a good teacher year after year, we may cite the experience of the past year.

School Committee.—S. D. GAMMELL, C. E. PARK, W. E. KILLAM.

BRADFORD.

We are very happy to make a favorable report. While some of the schools have done better than others, and some terms have been more successful than others, we believe it is true that the general progress has been exceptionally good. There have been no cases of severe discipline, and nothing has occurred to interrupt the nearly uniform success. The last report stated that the town is provided with ample school-rooms, and this fact has had much influence on the advancement made during the year. The schools have not been overcrowded ; the classification and grading has been more easy ; and the arrangements for recitations, and all the work of the teachers, have been much more satisfactory. There has been entire coöperation on the part of parents, as well as scholars ; and, as we have had good teachers, the schools

have done well, and have been more than ever a credit to the town.

When the schools were crowded, and there was no possibility of preventing the advance of scholars, because we had no place for them, we could not use much wisdom in the promotion from one grade to another. But now that we have sufficient room, the committee have endeavored to conduct a strict and impartial examination in the studies, and have intended to allow no scholar to go on to the higher grade until the studies of the year have been sufficiently mastered.

Nothing is worse for the pupil than to be promoted before he is prepared for it. If he is so promoted, he is expected to understand subjects which depend on the past studies, which he has not learned; he is required to move on with those who are better fitted, and who can go on more rapidly; and he is every day trying to do what is impossible. The result is he is discouraged, and does not make good progress.

It is the intention, therefore, in all schools, to promote only those who are qualified to take the studies of the advanced grade.

School Committee.—J. D. KINGSBURY, WM. COGSWELL, CHAS. B. EMERSON.

ESSEX.

Boys are not “angels in disguise,” but they are the material of which men are made. It is quite as important that our children should conform to the regulations of the school-room as that their elders should be subject to the laws of a well-ordered society. From observation and experience in the past, it is noticeable that the moral and social condition of a community keeps at an almost even pace with the condition of the children connected with its schools.

In relation to corporal punishment as a method of enforcing order, although opposed to it, as tending to brutalize the mind, we are not decided that it should be entirely abolished in our schools, especially with the smaller children, who do not perceive so clearly and readily the difference between right and wrong as those of older growth; it should, however, be resorted to only when other means have failed, and then in a calm and dispassionate manner. We cannot illustrate our meaning in this matter better than by an extract from a school report which met our notice some time since: “An angry mother called at the school-room one day, having with her a daughter of eleven years, for whom she desired admission into the school. ‘I want you,’ she said to the teacher, ‘to make this girl mind. I’ve beat and beat her, and she is just as bad as ever. I want you to beat the devil out of her!’ ‘Possibly, madam,’ was the reply, ‘you have

beaten the devil *into* her, and a gentler treatment may be more likely to expel the evil spirit than the course you recommend.'"

School Committee.—WASHINGTON BURNHAM, *Superintendent*; WILLARD A. BURNHAM, CHARLES B. ALLEN, WILLIAM H. BURNHAM, GEORGE HASKELL, NATHANIEL BURNHAM, EBENEZER STANWOOD, D. A. MOREHOUSE, MRS. MARY H. ANDREWS.

GLOUCESTER.

Ventilation.—When we consider how large a portion of the child's life between the ages of five and fifteen is spent in the school-room, the importance of this question of ventilation cannot be overestimated. Accordingly, scientific men are engaged in solving the problem. A commission has been employed in analyzing the air taken from various school-rooms. The "School Journal" gives the following from their report: "A few months since the eminent chemist, Dr. H. Endeman, submitted the air in several of the school buildings to a chemical analysis, to determine the amount of carbonic acid and other impurities. He obtained air from several school buildings, and its analysis showed the presence of 14.6 to 28.1 parts of carbonic acid in 10,000,—the standard of permissible impurity being fixed by the best sanitary authorities at four to six parts in 10,000. The air in one recitation-room, with one window opened, yielded 17.2 parts carbonic acid gas, and in ten minutes after the window was closed it yielded 32.2 parts! The air from the different buildings contained not only this excess of poisonous gas, but also effete animal matter and other impurities. The examination demonstrated the inefficiency of ventilating-flues in the wall when unprovided with means for creating an upward current. When will this important fact be understood by school officers and teachers? A ventilating-flue must either be heated, or be supplied with mechanical means for producing the necessary draught. It is surprising that ventilating-flues which cannot have the least draught are still put into school buildings, even in cities."

Several of our school buildings are supposed to be ventilated by flues with openings near the top or bottom, or both. These flues are generally placed at the greatest possible distance from the hot-air pipes. The openings are sometimes connected with the external air, and sometimes they are cut off by close partitions. It is expected that the obedient foul air will make its way instantaneously, though it may be more than twice as heavy as the air near the ceiling, to the upper openings, and that the equally docile pure air will promptly enter by the same opening. It is true that this pet theory of master workmen and architects ignores what some have been taught as primary truths in physics,—that, on account of its greater specific gravity, the foul air breathed from the lungs will be first found at the

bottom of the room; and that to produce the upward current, and consequently the balancing downward currents through the ventiducts, the atmosphere must be rarefied by heat, or some mechanical process. But what of that? "So much the worse for the air," declared one of our most popular architects. And we all know that such is the case for the poor children, if the refractory exhalations from their lungs and persons will persist in seeking their exit near the floor, instead of ascending and descending obediently through the beautiful little "seven-by-nine" orifices.

In the days of our grandfathers, their dwellings, which, be it remembered, were also their school-houses, were finely ventilated by their capacious fireplaces. And, if I am not misinformed, the science of the nineteenth century has decided that those old-fashioned fireplaces, when supplemented by small openings into flues near the ceiling, furnish the most perfect ventilation for hospitals, dwellings, halls and school-rooms, which has thus far been devised. We have fireplaces no longer. But all school-houses have flues for the escape of the smoke from the fires. And it would seem an economical arrangement to make the ventilating-flues adjacent to the chimneys and smoke-pipes. This was done in several of the smaller school-houses, but in none of the larger ones. In three of the buildings the ventilators, which, though insufficient in size, were constructed on rational principles, had been nailed up.

School Attendance.—Irregular attendance is caused mainly by two classes of parents. One class often need the services of their children who are able to work; the other class have both the ability and the inclination to indulge their children in every request and caprice. A deserved reproof, a hard lesson, a visit from or to a friend, a chance for a ride or sail, threatening weather, late hours with their resulting weariness and headaches, and teasing requests to remain at home, are considered good and sufficient reasons for absence. The interest of the child in school work can be maintained only by regular attendance. And in graded schools, where the large number assigned to each teacher requires the most careful classification, the inconstant pupil can make no satisfactory progress. And yet the prompt business man, who would not for a single day retain in his employ a person habitually behindhand, and not to be depended upon for constant attendance to daily duty, often excuses his children for the same faults. And the teachers who bring the tardy or absent ones to account are arraigned and censured for stepping beyond the limits of their prerogative.

One mother, after bringing her children to be examined for admission to the schools, said, "My children have never attended the city schools; they have been taught at home, but I now want them to have

the drill they will get in the Public Schools. I wish them to become good men and good women. I am not afraid too much will be required of them. They will not be tardy or absent, if we can help it. If they are able to come, they will report themselves to their teacher; and, if they find it necessary, they can ask to be excused."

There are many such mothers in this community. If there were more, then home influence would obviate the necessity of making stringent rules to regulate school attendance.

Truancy.—There is in our city a class of children whose names have been found in no school register for the year 1874. The parents of these children are generally depraved, ignorant or poverty-stricken, and wholly indifferent to their welfare. In early times, when our New England communities were more homogeneous, a healthy public sentiment regulated this matter. The man who did not desire to give his children the elements of a fair education was scorned by the whole neighborhood. But times have changed. The ratio of the uneducated (meaning those who can neither read nor write) to the educated has increased alarmingly. The question, "How shall these poor and neglected children be brought and kept within the humanizing influence of the Public School?" is before us.

"When the brutal father physically injures his child, the State does not hesitate to interfere, assuming that guardianship of which the parent has shown himself unworthy. It is very difficult to see why the State should not be equally jealous of the intellectual rights of the child, which are of at least equal importance."

The clergy, and our benevolent citizens, can do something—how little, those who have made the experiment know full well—to reach this class of benighted children. When they fail, the strong arm of the law should be felt. The humanitarian who regards this as trenching on personal rights has forgotten, or never learned, that nothing can be properly recognized as an individual right which is in conflict with or not conducive to the public welfare, and that the true interests of the masses in any Commonwealth can be best subserved by the training of individuals in virtue and intelligence.

Superintendent.—JOHN W. ALLARD.

GROVELAND.

In general we can say that the schools have been a success; not all perfect, but no one a failure. The teachers have been active, industrious, apparently interested in their work, feeling their responsibility, and manifesting a disposition to do their duty. The scholars, for the most part, have been obedient, good in their deportment, and quite constant at school, though not so punctual as we could have wished.

It would be difficult for us to estimate how much we are indebted, as individuals and a community, to our Public Schools, for the high privileges we enjoy. It was said years ago, by one who was qualified to judge, "Our Public School system has become the basis of American government, industry and civilization, and the efficient supporter of good morals and Christianity." An intelligent European travelling in this country, has said: "I have seen how much you owe to education; I am ready to testify that in New England and in other parts, including the West, you have been able to raise the working classes to a state of physical comfort and intelligence such as has not been realized in any country in Europe. You owe this to the Word of God, to your quiet Sabbaths, and to education." No one will wish to controvert this testimony. We are all aware that these are leading elements in our morality and prosperity.

School Committee.—J. C. PAINE, H. S. BOOTH, ABEL STICKNEY, GEO. H. TENNEY.

HAVERHILL.

The committee are satisfied that there has been a tendency to drift away from studies and exercises of prime importance. In some schools too little careful attention has been given to writing, or some of our teachers are incompetent to instruct in this art. The miserable specimens found in some of our schools clearly prove the truth of this statement. Whether it results from want of the teacher's ability, or care, the course of study cannot be in fault. To correct this evil, the work of revision must be carried in another direction.

Nor less manifest is it, that reading and spelling have been slighted, or unsuccessfully taught. No branch of study is more practical or important than are these. Pupils can secure no greater accomplishments than these. At the present time, there is a public demand for good reading. It is both singular and sad that this branch of popular education should not now be making manifest progress. It is possible that public readings, which are frequently taking the place of lectures, may have called attention to this deficiency, and occasioned the murmurs occasionally heard respecting it. At all events these murmurs are too well supported by the facts to be suppressed until the facts are changed for the better. What is especially important is not elocution, especially that style of it which often meets us in public readings, but that easy, clear, vivacious and natural expression, which comes from a knowledge and quick perception of the meaning and use of the words which are uttered in the reading. As the pupil's mind develops, the power of expression in reading, which is one of the most essential departments of culture, and an important aid to

intellectual progress, should never cease to be a prominent feature of his education.

The importance of correct spelling is but little less. What is desirable is not power to spell difficult, irregular and nondescript words, but familiarity with the construction of all words in common use. An half hour may be spent in puzzling a class over one of the former, which not one of them will have occasion to use for a lifetime, while not one of them can write a letter without spelling several words therein incorrectly. Better have the class write the letter.

In the judgment of the committee, our teachers should keep abreast with the progress now being made in the art of teaching. No profession now receives more general or careful attention than that of teachers. The lawyer and the physician and the clergyman has each his training school, as well as the teacher; but for the latter, this preliminary training is supplemented by a continuous series of agencies and instrumentalities, such as Teachers' Institutes, educational conventions, school reports, papers, magazines and books devoted to the art of teaching and educational topics. The literature on this subject is abundant, fresh, and much of it able, instructive and stimulating. Is it too much to demand of our teachers, that they should keep themselves under the influence of these agencies and instrumentalities; that they should be alive to whatever concerns the art which they practice; that they should be somewhat familiar with the new means and methods of education which are discussed, and be able to discriminate between what are worthless and what are real improvements?

Moreover, teachers ought cheerfully and promptly to coöperate with the committee, in making experiments, and introducing new studies and exercises into the schools. It is within their power to bar all improvements, and to occasion the failure of all experiments. Coöperation may be so reluctant, spiritless and unskilful, as to defeat the end aimed at. The effort to introduce music, drawing and oral instruction has been baffled in a few instances by the negligence and indifference of teachers. Such a course betrays a spirit of insubordination, as well as a want of enterprise, which is very unbecoming in those who have charge of the instruction and training of our children and youth.

School Committee.—GEO. W. BOSWORTH, C. A. RAND, R. STUART CHASE.

LAWRENCE.

Truancy.—In 1864, an ordinance was passed by the city council, providing for the confinement and education of truants from the schools, and others not attending school as the law required, at the city farm, and for ten years the school committee have labored con-

stantly to secure the perfection and execution of the plan. Some advance has been made almost every year, both with the city council and in public opinion. Several ordinances have been passed by different city governments, and several special statutes have been obtained for the purpose; but frequent political changes, and the different views of the different parties have caused these ordinances and statutes to be left to execute themselves, until the present year. An appropriation was made for the purpose at the beginning of the year, and the city council passed an ordinance, October 20, 1873, for the establishment of an "Industrial School." Directors were immediately chosen, plans matured, the building set apart for the purpose was remodelled and fitted up, a superintendent, matron and teacher provided, and the school was ready to receive pupils early in the summer.

Mr. J. S. M. Colby was appointed truant officer, and did good service during the months of May, June and September. It was then thought that for various reasons it would be better to have this officer more immediately connected with the police department, and four day policemen were appointed to act as truant officers. Twenty-one pupils are already in the Industrial School.

The whole system appears to be well inaugurated. Letter-boxes for the truant officers are placed—one at the station-house, one in Pine Street school-house, one in Warren Street school-house, and one in Packard school-house. The boxes are to be visited by the officers every day, and the schools two or three times a week. The cases of children of school age found in the streets, or elsewhere, in idleness during school hours are to be inquired into.

Many who have been accustomed frequently to be truants from the Public Schools are now regular in their attendance, and many are now in school who have been accustomed to spend their intervals from labor in the streets.

A great improvement has been made, and it is believed that most of the children who ought to be in school are now there. A child is occasionally found, at this season of the year especially, who is kept from school for want of suitable clothing or books, when suitable aid might have been rendered if the wants had been made known. Children who are accustomed to work in the mills are often out of work and seeking other places of employment, and would be in school during this time, which sometimes extends over months, were it not for the expense of obtaining books, which might be needed but a short time.

Free School-books.—The subject of furnishing school-books to all the children in the Public Schools, at the expense of the city, as presented in the last annual report, was considered by the committee at the first meeting of the year.

The plan was unanimously approved by the school committee, and by them presented to the city government.

An ordinance was introduced in the board of mayor and aldermen authorizing the school committee to furnish books under the general statute of 1873, but it failed to pass that board.

It is now too late for Lawrence to be the first city in this Commonwealth to take advantage of this law. But the plan is so manifestly adapted to such a community, its wisdom and economy have been so fully established in many places, that its adoption here can only be a question of time. It is not a difficult problem to demonstrate that an expenditure for this purpose by the city in its corporate capacity, of one-half of the amount annually spent by the citizens, would meet all the requirements, improve the condition of the schools, and materially diminish the burdens of a large portion of the laboring people.

When parents make a more reasonable and judicious and earnest effort to increase the interest of their children in the schools, and of the teacher in their children, by making the necessary personal sacrifice, if it is a sacrifice, to visit frequently their children in their regular school work; and when teachers increase the interest of parents in themselves and their work, by manifesting a larger, wiser and more self-sacrificing interest in their pupils, then will each better understand the position of the other, and the services of teachers will be more valuable and more highly appreciated. If the interest of one never takes him inside of the school-room except upon exhibition days, and the interest of the other never takes him outside of the school-room except to go to his home and his meals, then neither has much reason to complain of the other. But that teacher who begins with a reasonable adaptation to the employment, and fair health; who makes the most of every opportunity for self-improvement and a broader culture, in order that he may do more to make noble, intelligent and useful men and women of the children under his care; who goes after and gathers from every source wisdom and valuable knowledge; and who, like a true parent, forgetting for the time himself, lives only to develop strong and lovely character in his pupils, is performing a part than which there is none more honorable, or more sure to compel the admiration of all beholders.

About one-half of the teachers in our schools reside in this city, and were educated here. The committee are desirous of giving employment to such as reside here, so far as is consistent with the highest welfare of the schools; but they realize the necessity of bringing into the schools, also, those who have been trained under other systems, and who have acquired other ideas, in some respects better it may be, than they would have acquired here.

The Training School was established in 1869, "in order to furnish

an opportunity for special training to those who desire to teach in our schools, and have not enjoyed equivalent advantages elsewhere, and to enable the candidates themselves, and the committee, the better to judge of their adaptation to the employment." It has performed and is still performing a good work. Its graduates are better prepared to teach and manage schools, here or elsewhere, than they would otherwise have been. It was never intended that it should furnish all the teachers of the city, or that it should be the means of enabling persons of inferior qualifications to obtain the places and the pay that should be given to those whose qualifications are superior.

The sub-teachers are informed that this school is a part of the school system of the city, established to give them the benefit of its practice and experience, and that they are not entitled to a place among the teachers of the city because they have graduated from it, only so far as their acquirements and adaptation to the work seem to the committee to merit such a place. If not employed here, they may well seek employment where the advantages have been less, and may become superior teachers there.

Superintendent.—G. E. HOOD.

MARBLEHEAD.

Sewing in our Schools.—In the days of our grandmothers, a knowledge of patching, darning and mending was taught both at home and at school; the final instruction being given in the interval between school-days and marriage, when each daughter slowly but surely filled those famous old chests of home-made underclothing and snowy bed-linen mostly with the patient skill of her own deft fingers. At the present day, in communities like ours, the mechanical work of the sewing-machine, as a source of income, devours what time many mothers can snatch from household cares, and the daughters shorten their school days, that they may enter factories. The family sewing is oftentimes done by persons outside, and patching, darning and mending are neglected arts. It is said that the business of education is to instruct children in those matters of which they will need knowledge when men and women. In the natural sphere of our girls, as the heads of families in another generation, want of knowledge of the art of the making and the mending of garments would far more affect the comfort and thrift of the family, than a want of knowledge in some of the departments of a Common School education.

But the experience of the Gerry Grammar School has demonstrated that the sewing exercise need not encroach to any appreciable extent on the general studies of the school. Here let it be stated that Marble-

head is directly indebted for the introduction of sewing into this school—the only one of our Grammar Schools into which it has as yet been introduced—to the kindly interest of Miss Susan W. Candler, of this town, in the welfare of our girls. The town was fortunate, every way, in having the services of so accomplished a seamstress, and your committee regret that a failure of her health compelled her to relinquish her labor of love into other hands. For the past year, the sewing in the Gerry School has been wholly under the care of Miss Alley and Miss Pritchard. How ably this department has been sustained, and of the great progress made by the pupils in their exercise of but one afternoon each week, those present at the examination can testify. As evidence of the practical character of the instruction there given, I will add a list of the articles that have been begun and completed during the past year : 32 under garments, 10 shirts, 24 pairs of drawers, 66 pillow-slips, 4 bolster-slips, 55 handkerchiefs, 43 aprons, 42 towels, 1 table-cover, 2 curtains, 1 braided jacket. All of these were begun and finished in school ; and many other articles, not here enumerated, were begun in school, but finished at home.

Even conservative Boston appreciates the idea, and advocates the introduction of common sewing into a class of her schools, as one of the greatest improvements of recent years in her course of Common School education.

Recognizing it as a branch of education worthy of being considered a department by itself, when the full course is marked out, it should include common sewing, patching and darning and elementary instruction in the cutting-out of garments.

The matter of Text-books.—Under the statutes, chap. 106, Acts of 1873, the town appropriated five hundred dollars for the purchase of school-books. These books were supplied to the schools, with the following printed regulations in each copy :—

“This book is the property of the town of Marblehead, and must be carefully preserved, and returned to the teacher when called for. The pupils will be expected to make good to the committee any loss from carelessness or wilful destruction.”

A careful study of the working of the system has satisfied the committee that it is a wise and economical step. Hardly a book has been lost in the course of the year in the several schools, while, all having been placed in the special charge of the teacher, as might be anticipated, they have been taken far better care of than under the old system. Again, under the old system, with few exceptions, it became necessary for every member of the new classes formed at the beginning of each school-year to purchase an entire new set of books ; under the new system (if the town will make it universal),

entire classes will hand down their sets of books to their successors, and thus save what is, collectively, a great annual outlay on the part of the citizens. The committee do not propose to reach this end by a sudden change. Should the town make the necessary appropriation, they propose, as often as a new text-book is introduced, to make such book the property of the town. The question, fellow-citizens, is, really, not whether the town shall purchase the children's school-books, for, however procured, they all come out of the pocket of the town; the question really is, whether the town shall purchase them in its collective rather than in its individual capacity, and thus reap the advantage of buying at wholesale rather than at retail. Again, the question to be decided is, whether each child shall practically own his book, and do about as he pleases with it, or whether the town shall have an agent in each school, in the person of the teacher, who shall make a record of every book received, and exercise a careful oversight of it. It is also a question whether, at the close of each year, every book shall be thrown aside, no matter in how good condition it may be, or whether we shall practise the economy of using it as long as it is usable. Under the old system, many a child has had his or her school-days shortened because, in addition to his many other burdens, the poor father of a large family could not afford to buy the books necessary for his children. It is true that there is a way open by which all such can be supplied by the town, but there are men who shrink from adding to the misfortune of their poverty the mortification of confessing it.

School Committee.—JAMES J. H. GREGORY, WILLIAM H. COATES, CHARLES H. LITCHMAN, JAMES B. BATCHELDER, HARRISON CLOSSON, JOHN H. WILLIAMS, N. P. SANBORN, WILLIAM GILLEY, Jr.

METHUEN.

Irregular Attendance.—The great bane of our schools is irregular attendance. Although we cannot doubt that much effort has been made on the part of many parents and scholars to remedy this great evil, yet but little, if any, improvement has been realized over last year. The prevalence of two or three epidemics among the children has caused some of the registers to look like forests, which, under more favorable circumstances, would have appeared much better. There is still altogether too much apathy on the part of parents, and it is to be feared that they allow their children to remain away from school for slight causes. The responsibility of parents in this matter is immense. It is hoped they will realize it.

School-houses.—A great improvement has been made in our school-houses within a few years. In the year 1868 all the school-houses in

town would not have sold for more than \$3,500. Now they are worth at least \$20,000. At that time there was but one good school-room in town, and only three fit for occupation. Now they are all good, comfortable rooms, and nearly all provided with modern furniture.

Music.—Much of the knowledge obtained in school is not designed to be of immediate practical value in obtaining a livelihood, but rather to furnish the means of making the journey of life an intelligible and enjoyable one; to fit the youth to meet the just demands of society; to free the mind of its downward tendencies; and to elevate it to a quick perception of the beauties, as well as the truths, of the natural and the artificial world. Of all school pursuits tending to this end, there is, we think, none more conducive to refinement of a useful as well as a gratifying nature than the study of music.

The feasibility of introducing this branch of study is evident from the marked success attending its introduction into schools elsewhere, and, as a study, it possesses a marked advantage over other school studies, since it is learned by the youngest scholars with much the same facility as by pupils more advanced.

School Committee.—CHAS. E. GOSS, S. G. SARGENT, C. E. HIBBARD.

NAHANT.

It is necessary that the true theory of education be carefully studied and understood. The idea that it consists in cramming the minds of the children with a sort of universal knowledge of geography and history and philosophy and mathematics and the languages—in fine, in filling their heads with superficial layers of things the human mind can only master by years of application—is altogether a mistaken one, and is antagonistic to the true principle of progress. Men of forty would never think of cherishing a taste for literature by thus poring over and memorizing from books of hard names and dry facts, and would justly consider it an invasion of their rights to be compelled to do so. Yet by this means children are expected to imbibe a taste for knowledge, and by this standard their progress is estimated. This cannot be right. A love of study cannot be stimulated by forbidding lessons, but rather by applying to pupils the same principles that govern men; by exhibiting the attractive and useful; by inculcating the principle that education is not confined to books, but that it is the work of a lifetime; that the results looked for are not long lessons, perfectly learned, but right thoughts, producing right actions. To accomplish this, books should be used as a means to stimulate mental exertion, not as an end of study. Text-books alone do little else than the training of one faculty of the mind,—the memory,—while to educate properly requires the development of every

useful mental faculty. To this end principles should be taught, rather than rules. Habits of thought should be inculcated. The mind should be trained to originate ideas, and arrive at conclusions for itself. Books are efficient aids, but the child should be taught that they are composed of the thoughts and reasonings of others, and that their highest mission is to assist the mind in achieving results of its own. A pupil thus trained has attained to the highest good it is in the province of our Common Schools to accomplish. He has learned how to learn in after years. He understands that his education is not complete with his school course, but that he is upon the very borders of the field of knowledge, which is boundless, and he eagerly presses forward to explore its mysteries and depths.

School Committee.—J. T. WILSON, E. B. JOHNSON, F. E. JOHNSON.

NEWBURY.

The marked improvement in deportment and scholarship, the commendable progress of the scholars in their studies, and the increased average attendance,—from thirty-nine the first, to sixty-one the last year,—are some of the good results of retaining the services of a faithful teacher for successive years.

Grammar.—The teacher who possesses invention and enthusiasm can devise ways and means of securing the attention and interest of her pupils in this as well as other studies. In one of our schools grammar is taught without the use of a text-book. The class recited with interest, animation and promptness, and were evidently making good progress. Probably not so much thoroughness would be attained by teaching without the use of books, unless the teacher is remarkably well posted in all the details, and has a ready tact to bring her resources into action. The average teacher would probably succeed better to combine the use of the text-book with oral instruction, the preparation of assigned lessons with recitation. But your committee hail with lively satisfaction the evidence they have of the disinthalment of some of our teachers from a blind servitude to text-books.

School Committee.—STEPHEN PEABODY, LEONARD ADAMS, HENRY E. PEARSON.

NEWBURYPORT.

Drawing.—Drawing as one of our school studies is of such recent introduction that we are hardly able to say much of its results. The public exhibition in the spring, however, of drawings executed by the pupils, was quite creditable to them, and made it evident that it is within the ability of all to acquire knowledge in this direction. This exhibition did not receive from parents and the public much attention,

which may be because the study is not fully appreciated in our community. Parents often regard it with indifference or open opposition. This should be otherwise; for the object to be promoted is, that children may acquire in our schools a knowledge of drawing which shall prove of advantage to them in the industrial pursuits of their after years, and lead to a love and appreciation of the beautiful in form and color.

The school for adults, provided for in the statutes of the Commonwealth, was very successfully conducted last winter by Prof. B. W. Putnam. The committee also engaged Prof. Putnam to give instruction in drawing to our teachers, and this has advanced their pupils, and increased the interest taken in the study. It seemed but just that this gratuitous instruction should be given, as the study had been placed upon the list since they became teachers, and is among the qualifications required of teachers; and those already holding positions should avail themselves of every opportunity to make themselves proficient, and qualified to teach this study.

School Committee.—AMOS NOYES, *Chairman*; ISAAC P. NOYES, *Secretary*; M. PETTINGELL, JR., *Agent*; NATHAN N. WITHINGTON, RICHARD PLUMER, GEORGE W. SNOW, WILLIAM H. NOYES, PHILIP K. HILLS, SAMUEL J. SPALDING, EDWARD P. CUMMINGS, JOHN A. L. ODDIS, PAUL A. MERRILL.

NORTH ANDOVER.

Teachers.—A fundamental requisite for an efficient teacher is good health. School-teaching means work, and the teachers' responsibilities and cares, together with the many criticisms they have to endure, impose a strain upon a person of poor health often too great for endurance. Thus a healthy teacher has greatly the advantage. Nevertheless, there are those of indifferent health, who may have experience or eminent qualities, and so manage as to endure the toil, and be useful. But that parent is not wise who selects a frail child to fit for a teacher. Educated, all should be; but there are other and more suitable employments for the nervous and weakly daughter or son than teaching.

It is suggestive, and worthy of a thought, that while the school committee are intrusted with the selection of school-books generally, there is one book which the State itself has ordered, by statute, to be placed in every school in the Commonwealth, and a lesson read from it every day, and that book is the Bible; thus imparting its sacred teachings along with Common School instruction, and thereby adding its most solemn sanction to all wholesome and virtuous precepts inculcated by the teacher.

School Committee.—HIRAM BERRY, CHAS. P. MORRILL, JOSEPH W. LEWIS.

PEABODY.

The committee are able to report a year of more than usual prosperity in the general work and progress of our schools. Fewer changes than usual have taken place; nearly all having continued through the year under the charge of the teachers who were employed at the close of the previous year. Quite a large portion have served the town for several years, faithfully and thoroughly performing their duties, establishing themselves so firmly in the respect and confidence of the committee and the community, as to leave no occasion for distrust or doubt in regard to their work for the year.

Drawing has been regularly taught in all the Grammar Schools and in the First and Second Primaries, and in many of the rooms, with quite good results. But a portion of our teachers have never received a regular course of instruction, and are not quite fitted to teach this important and useful study. We are convinced that drawing will not be taught in a really successful manner until our teachers are required to take a regular course of lessons from a competent teacher. In many towns a teacher of drawing has been employed to give a course of lessons, and the teachers required to attend. Many of our most successful teachers in other studies fitted themselves for teaching before drawing was taught in the schools, and it could not be expected that these could be fully prepared to teach it. The importance of drawing is becoming more and more appreciated as its application and use by every individual in every calling and position in life is more fully realized. There is nothing whatever that men and women can do to earn a livelihood, or in their search for information in any department of study, or of general or special culture, in which they will not be aided by the study of drawing.

School Committee.—AMOS MERRILL, CHARLES V. HANSON, GEORGE S. OSBORNE, GEORGE N. ANTHONY, GEORGE F. BARNES, HENRY WARDWELL.

ROCKPORT.

In the selection and pay of teachers, we have acted with reference to the good of our schools, and to that only. The cry, "Cut down the teachers' wages," which has been made by some of our citizens for a while past, develops a disposition to paralyze, if not to entirely crush, the dearest interests committed to our care. Undoubtedly it was to guard against a contingency that might arise from such a disposition, that the legislature of Massachusetts, by enactment, placed the authority of fixing the amount of salary teachers are to receive with the school committee. It has been the aim of the committee to place in

charge of our schools teachers whose faithful and efficient services would be an equivalent for the pay they receive. To employ, for teachers, persons whose only qualification consists in cheap services, would be an act for which the committee would be censurable, and one that would inevitably lead to the destruction of our educational interests.

School Committee.—N. F. S. YORK, H. C. LEONARD, E. E. BARDEN.

SALEM.

The thoroughness with which the classical studies are taught in the Salem High School has gained for it an honorable reputation, which has given it a high rank among the High Schools of the State. At the same time the English department has received due attention. The natural sciences, mathematics (including commercial arithmetic and practical book-keeping), English literature, English composition, and the French and German languages command the largest share of the teachers' time and toil.

The High School is making commendable progress in the art of drawing. Mr. Warren Thyng, who now has charge of the drawing, is devoting himself with zeal and wisdom to his work; and already the improvement made by the pupils under his instruction is clearly manifest. The art-room, which was fitted up last winter, is found to be exceedingly useful to the members of the High School. The casts and models there placed are always ready for use, and the several classes in drawing can there pursue their work without distraction of attention by the presence of other classes.

As the pupils come from the Grammar Schools year after year better trained in the art of drawing, the standard in that department can be gradually raised. With the present standard, the results attained are highly encouraging.

First Visiting Committee.—D. B. HAGAR, STEPHEN B. IVES, JR., E. C. BOLLES.

The practice by teachers of the Public Schools of giving private lessons for pay to individual members of their classes or schools, we think should not be allowed. It tends to favoritism, and if that be in fact avoided, it is impossible to avoid the suspicion of it; it directly impairs the usefulness of the teacher, and is objectionable where the classification and course of examinations are entirely in the hands and control of the teacher, having the classes of his school made up in part of those pupils to whom he is acting as private tutor and "coach." It is in the nature of things impossible but that children who do not enjoy these extra advantages should feel the difference, and rightfully

or wrongfully attribute their own shortcomings to a failure to receive their due share of the attention of the teacher. It must, too, it seems, in the end tend to dissensions among the parents, and may at times account for the wide difference in the estimate which parents, having children under the same teacher, put upon character and qualifications as a teacher.

Second Visiting Committee.—GEO. F. CHOATE, *Chairman.*

The Object of Education.—In these days, and in our Republic, the State's duty to educate is held to be part of its larger duty to insure the general peace and promote the general weal. In all times and nations, education has been regarded as necessary, as a preparation for the duties of life. The American Indian inured his boy to the endurance of hunger, fatigue and torture without flinching or complaint. The Greek trained his child—morally, mentally and physically—to worship the gods, to reverence the aged, and to respect virtue; to secure, as worthy objects of pride, bodily health, grace and power; and to make commendable advancement in reading, writing, arithmetic, music and drawing or painting. The character of education is shaped by the people's conception of the purpose of education. If the demands of our life are as varied and as noble, the spirit of our education will be as comprehensive and as lofty, as that which prevailed in Greece. And considering the demands of the age, what are the purposes for which we educate? Do we educate to make carpenters, masons, machinists, smiths, wrights, or artisans of any particular kind? merchants, clerks, bankers, or business men of any special class? lawyers, doctors, scientists, editors, teachers, clergymen, or men of any other profession? Most of the lads who go out from our schools will follow one or the other of these callings; but we cannot tell what one, in particular, a majority of them will enter. Should we give to our education a decided mechanical bias, we might arbitrarily force into the following of a trade, many whose tastes and talents, discovered to us too late, fit them for business life or a profession.—Or, if we make our schools too professional in character, the chances are that some, whose friends fondly hope that they may attain to eminence in the world, will at length regret that they are prepared for nothing but professional life, and that they had not obeyed the promptings of their boyhood, to build houses or construct machines. An industrial school, properly organized and controlled, to which boys should be admitted as an honor and a privilege, might have the effect to give due glory to the noble, honest trades, and correct any false prejudices, mirages in the atmosphere of society, which make manual labor seem degrading. But to make all our schools industrial, or mechanical, would be a one-sided, unpractical, fatal policy. Our schools should, to some extent,

qualify the young for any sphere in life, leaving the preparation for any special pursuit to be obtained in subsequent apprenticeship or study. For, on the one hand, the first choice of a boy is not always his permanent choice; and on the other hand, parents do not always prefer that vocation in which the son would be truly successful. Satisfied with his own vocation, the father may wish his son to enter the same, and inherit his capital and prestige; or disgusted with it, or feeling too heavily its burdens and vexations, the father may wish to prevent his son from following it. The world is injured much by these unwise choices of life; it is blessed, oftentimes, when a young man goes out to build for himself a fortune or a good name; when, rather, he goes to fill the station which he can fill the best. Let our schools cultivate all the faculties and powers of the mind, and so cultivate them as to allow individual development, correcting meanwhile whatever may be abnormal, and fostering always a proper and healthy growth, according to the best conceptions of what is true and good. Before the technical school, or apprenticeship, should come the education, which prepares for all technical schools and apprenticeships. For, as has been stated, and as all will agree, the way should be prepared, that the youth should choose his own line of life, intelligently, and from a strong desire; and, further, as he enters upon manhood and citizenship, he should know more than the one art he is to pursue, in order that he may have more in common with his fellow-men, and in order that he may possess such full and sustaining power within himself, as the development of the entire muscular system gives to the muscles of the arm.

For the girls a purely technical education is confessedly unadvisable. Our schools are at present arranged for the co-education of the sexes; nor has it been proved, beyond a doubt, that it is more to the advantage of either sex to be educated in separate schools.

Practical Education.—We cannot, in our consideration of what is practical in education, keep these principles too constantly before us: first, that man is composed of two elements, body and mind; and, second, that any trade, handicraft, or profession, in which he can render valuable service to society, requires the employment of his mind. In proportion as the artisan puts into his labor the best of himself,—not solely of his physical strength, but of his intelligence and skill,—does his work rise in value, and, generally, in the price it commands. The educated mind must govern the obedient hand. Hence, the preparation for any manual employment consists in two things: one, the training of the hand to act as the mind directs; the other, the education of the mind. All the mental functions are concerned in almost every mechanical pursuit,—feeling, will and thought. For each particular trade the touch and the directing will are, perhaps, educated as

well by actual apprenticeship ; but, that the same may not be said of the third mental function, we see, when we consider what powers are embraced in thought. They are perception, conception, memory, judgment, imagination, and some others. Every man is conscious that all these powers are important, and some of them invaluable, in the special business in which he is engaged. The ability to perceive accurately all essential details, to comprehend them and their relations, to carry them in the memory, to imagine what they will be under different circumstances, and to pass correct judgment upon their fitnesses,—this is an ability, the want of which disqualifies a man in a certain degree for a leading position in any calling. The development of these powers should begin in early childhood ; and the training, which may be received at school, if neglected, is rarely obtained afterwards.

Library for Teachers.—To keep pace with the advancement of learning, our teachers ought to read ; but the frequent purchase of books, as teachers are paid, is impossible. A member of this board has suggested the formation of a reading club, to whose library, for the common benefit, each teacher should contribute. Another member has suggested that the committee provide a room for their use, where the leading educational journals might also be kept for their perusal. Others than teachers would undoubtedly contribute to such a library.

Drawing.—The numbers registered in the Drawing Schools this season are not so large as they were last year ; but the average attendance is better. In the mechanical department 60 are enrolled, 57 males and 3 females ; the average attendance has been 42. The class in the art-room numbers 32, 7 males and 25 females ; the average attendance is 24. In the freehand class 58 have been enrolled, 27 males and 31 females, with an average attendance of 37. In both classes of the freehand department we have 90 members, 34 males and 56 females ; the average attendance, 61.

Should there be any doubt in the minds of any citizens as to the practicalness or utility of the study of drawing, let them visit these schools and observe that among the most constant and diligent attendants are those who in their business life have learned its value. Mr. Morgan, superintendent of a manufacturing company in Worcester, says : “ When a boy, I was one of a class of thirteen who spent all their leisure time in studying drawing. At the present time every one of that class has attained to an important position, either as a manufacturer or a manager ; and each has owed power to seize the opportunity of his advancement to his knowledge of drawing.”

Superintendent.—AUGUSTUS D. SMALL.

SALISBURY.

Your attention is called to the necessity of sustaining our High School, not only by voting appropriations for its financial support, but it must be remembered that it needs your moral support. Interest yourselves in whatever aids its welfare and success. Send your sons and daughters to fill the classes and give character to the school. There are scholars in all parts of the town who need the facilities it affords, and who would be benefited almost beyond human calculation by attending the course of study in this school.

We appeal also to the young men and young ladies of Salisbury—out of the village as well as in—to attend the High School the coming year. If you do not find everything to please and instruct that you hope for, you will find plenty of study, a good teacher, and pleasant surroundings. If the school is well filled by intelligent and earnest pupils, the few little necessities which are not already supplied will soon be forthcoming, and in a short time we should have as good a High School as the county, or even the State, can boast of.

During the past year drawing has been made one of the regular studies in all our schools. From the progress already made, we expect in a few years that this branch of education will become so popular, that no one will be willing to have it dropped from the regular course of study.

School Committee.—J. M. EATON, *Chairman*; L. M. BEEDE, *Secretary*; D. L. BARTLETT, *Superintendent*; JOHN BURPEE, J. R. CHESWELL, W. H. AMES, JOHN F. CHESLEY, A. H. FIELDEN.

SAUGUS.

Your committee would suggest that the text-books for use in the High School be bought and owned by the town. In some cases the cost of the necessary books is a serious obstacle to a scholar's remaining in the school. Books are finished here more quickly than in the lower grades, and almost every term introduces scholars to some new subject, for which new books must be procured. The first cost of a set of books would not be very large, and by this method the same books would serve for several successive classes. Scholars would be held responsible for the care of their books, and fines might be inflicted where injury was unnecessarily done. This course would remove objections in some cases against the attendance of children at the High School, because of the great cost of books. While there might be a slight increase in the tax for school purposes, it would greatly relieve the pressure of the cost of education, where that cost is most

felt. Tax-payers should remember that the advantage of the whole town should be considered; and it certainly is for the advantage of the community that the poorest child should have every facility, equally with more fortunate children, for attaining the best education the town affords.

School Committee.—B. F. CALLEY, ELIZABETH W. BOARDMAN, J. PARSONS, Jr.

TOPSFIELD.

In the survey of the schools during the year, we have been impressed, more than ever before, with an apprehension of their value to society. They certainly cost something in care and cash in the selection of teachers, and in carrying out the details of our system as established by law. We need not attempt to show that to those who avail themselves of the privileges furnished by our schools, and to the community at large, the schools are worth all they cost. Our system is not yet perfect; our schools are susceptible of great improvement; but in their present condition every child can obtain in them the elements of culture and education, which will give him access to all departments of knowledge, which will make him an intelligent, respected and useful member of society. We feel, then, that when children are kept from the school, not only is an injury done to them, but to society; not only is an individual shut off from the sources of knowledge, but the community is deprived of an intelligent citizen, and furnished with an ignorant, perhaps a vicious, man. We believe, then, that it is not only the duty of the town to provide good and efficient schools, but to see that all those who are within the limits of the ages prescribed by law shall be drilled and trained in the schools. This object can generally be secured by neighborly care and personal influence. But when these, having been fairly tried, prove unavailing, there should be a resort to whatever means the committee are empowered to use, that promise the desired results. We are not to admit the possibility of a child's growing up in our community without an education in the fundamental principles of knowledge.

School Committee.—A. McLOUD, J. BALCH, R. PHILLIPS, D. BRADSTREET, J. A. TOWNE, J. A. LAMSON.

WENHAM.

We have been sorry to ascertain that the opinion prevails with some, that the committee always sustain the teachers in their management, whether they be right or wrong. This is a mistake. All cases of alleged unfairness, injustice, or neglect of duty, that have been brought to our notice, have been promptly investigated, and if the teachers

have been found to be in the wrong, they have been told that a different course was expected. The reason why the committee sometimes seem to be one-sided, is because they have better facilities for knowing both sides of the question than others, and, as is well known, a decision based upon a knowledge of both sides of a question is very different from one where only one side is known. We have always found our teachers to be reasonable beings, willing to be put right when they are shown to have been in the wrong, and we believe that if there were more freeness of consultation between the parents, teachers and committee, there would be less complaint of injustice and arbitrary management.

We cannot forbear to again urge the idea that the conscience, as well as the intellect, needs to be educated. In these days of corruption in the political and business world, when crime of all kinds is increasing on every hand, it becomes a matter of the greatest importance to us, that the children of our schools should be taught those great principles of honesty, truth and morality, which will enable them to stand firm amid the temptations which will beset them on every side. Not a day can pass in any school in which many opportunities are not offered to the intelligent teacher to impress upon the minds of the children important and valuable lessons. Vulgarity, profanity, and low and mean actions should be held up to scorn and detestation, while good actions, kind deeds, and pure language should be praised and held up as models for the imitation of all. The two great commandments, and the golden rule, should be taught here as well as in the Sabbath school.

School Committee.—N. P. PERKINS, JOHN GENTLEE, JEREMIAH CHOATE, Jr.

WEST NEWBURY.

The Common School system was established upon the principle that it was cheaper and better to educate the children, to teach them to respect virtue and intelligence, to obey wholesome laws enacted for the common good, than have them grow up in ignorance and vice; that education was a better remedy than penal statutes to prevent pauperism, and protect the community from crime. It is upon this principle that every man is taxed for the support of the Common Schools, whether he has children to send or not. The wisdom and justice of this will readily be admitted by every intelligent person. Now, if the best interests of society demand the education of the children; if it be right to tax every one in order that they may be educated; then not only the community, not only justice to the taxpayer, but the law, also, should require that every child of school age should attend regularly the Public Schools, so long as they are kept at

the public expense. In this way only can our schools be kept up to the highest degree of efficiency, and it is the only way in which full justice can be done to the tax-payers, who may justly claim that the money taken from their pockets for the support of free schools, under the plea that the public safety demands that all shall be educated, shall accomplish the end for which it is taken.

School Committee.—MOSES C. SMITH, D. L. AMBROSE, S. S. CHASE.

FRANKLIN COUNTY.

ASHFIELD.

A hopeful feature of the present outlook is a vague feeling of dissatisfaction with our schools. This is increasing. We are disappointed. We are beginning to acknowledge that our standard is too low. Our children are not receiving justice in this great interest at our hands. While the demands of the times have multiplied, we have allowed our schools to remain stationary. They are really suitable only for conditions that existed more than a generation ago. If our children wish to get ready for the common business of the present day, they must go elsewhere to school. Parents in town, whose eyes are open, and who can afford the expense, are sending their children abroad to school. This is neither patriotic nor economical, yet the town does not raise money enough to prevent it. Now we think that this is neither wise nor just.

Good schools, next to pure religion, are the great desideratum of the age. They are absolutely necessary to prepare our children to act easily and wisely their part in life. We are lamentably behind in this most essential interest. If we could really see ourselves as we are, or as others see us, we would certainly act more seriously and far more justly when raising the annual school money.

School Committee.—F. G. HOWES, JAMES DINGWELL, SILAS BLAKE.

BERNARDSTON.

Powers Institute.—Powers Institute is in a prosperous and flourishing condition, and is doing a very important work for the town. Eighteen pupils have been admitted on the free list, by examination, and seventy-four different town scholars have been in attendance some part of the time during the year.

School Committee.—S. J. GREEN, A. C. BROWN, H. A. SLATE.

CHARLEMONT.

There has been a steady improvement in the schools during the year. Thoroughness has marked every step taken. We regret exceedingly that our schools should make such a poor record during the winter terms in regard to attendance and punctuality. The record does not compare favorably with that of former years. This state of things is probably in some degree due to the severity of the winter. The teachers employed the last year have been those who have had experience in the school-room, and need no words of ours to increase their popularity. Suffice it to say that their character as teachers has been established by actual test in the school-room. We commend them all for faithfulness, and for a desire to excel in the work in which they were engaged.

A small school cannot be a good one, even with a large appropriation to sustain it. There must of necessity be a lack of enthusiasm on the part of both teacher and scholars. This has been painfully manifest to your committee the past year, while visiting schools of five or six scholars. We are satisfied that there could be a reduction in the number of schools without injustice or serious inconvenience to any, and better privileges thereby be secured. We have always been a firm advocate of the town system, and believe the educational wants of the town will never be fully met by any other.

Should the town see fit to adopt the town system, our plan for the present would be that every district should be represented on the board of general committee, and by this method the smaller schools—some of them at least—could be dispensed with in the summer season, without fear of litigation; and by this reduction in the expense, a select school could be established at the centre, in the fall months, at the expense of the town, and for the benefit of the whole town. Such a school is very much needed for our advanced scholars, and we think all would readily avail themselves of its privileges.

For the Committee.—M. M. MANTOR, *Chairman.*

COLERAINE.

The schools in town the past year have numbered fifteen, with an attendance ranging all the way from four to upwards of fifty scholars; and have been supported at an expense of about \$3,000. Hence it will be seen that while some of our schools have a surplus of numbers, many others are quite too small. If some feasible plan could be devised to render them of more uniform size, we think beneficial results must follow.

School Committee.—HEZEKIAH SMITH, J. M. MILLER, O. B. CURTIS.

CONWAY.

An effort has been made to introduce drawing, and the Teacher's Manual of Freehand Drawing and Designing, by Walter Smith, Art-Master, has been placed in the hands of each teacher. This is new to most of them, and requires time and study. Some pupils have shown taste and skill in the art, and, if properly presented by teachers, much may be done to interest and profit the scholars, and perhaps stimulate some of them to pursue the subject and become skilful designers.

School Committee.—D. T. VINING, H. W. BILLINGS, W. F. AVERY.

DEERFIELD.

The subject of irregular attendance causes teachers, the committee, and the public generally, a great deal of trouble. The people waste money in providing education for scholars whose parents do not require them to attend. The law of the State allows the application of some stringent measure; and the State, evidently, in putting its vast interests, pecuniary, social and moral, into the hands of its people, has a right to educate its voters, even by compulsory education. But it is better to secure the voluntary coöperation of parents, if possible, than to bring upon them the penalties of the law; and the committee would be glad to engage the services, if the town should grant it, of visitors, who should faithfully go from house to house in neighborhoods where irregular attendance most prevails, and persuade the parents to send their children to school, and make them punctual and regular in attendance.

The committee have, through the liberality of the town, done more than usual this year in furnishing the schools with maps; much furniture of a similar character is still essential; charts in natural history and the like; forms for geometry and arithmetic. The parents are respectfully invited to give to the schools as many pictures as they can spare from illustrated magazines and newspapers, and other sources, to adorn the walls of the school-rooms.

School Committee.—EDGAR BUCKINGHAM, HENRY J. BOYD, JOHN J. GREENOUGH.

GREENFIELD.

The conviction that the efficiency and success of the Public Schools demand more time and effort than your committee have been able to devote, has made the feeling of responsibility heavy. No honest man can deem it a privilege to hold an office whose duties he cannot perform satisfactorily to himself. We feel that the whole time and talent of one man could be profitably spent in the work of superintending

the Public Schools of our town. Your committee have neglected other duties for the sake of the schools, and at the same time have seen much to be done, which for want of time they could not do. The acquaintance which they have had with the schools of the town, and their teachers, has opened to them a most attractive field of labor. The future welfare of the town, as well as of the whole State, depends upon the efficiency and high tone of the schools. More of the children are reached by the teachers of the schools than by the ministers, and with much greater effect.

School Committee.—W. S. KIMBALL, J. F. MOORS, E. E. LYMAN.

HAWLEY.

It is believed that few towns, with the same number of pupils as Hawley, can affirm, as it is our privilege to do, that there is not the name of one insubordinate scholar recorded upon the registers. There are many bright children in town, who have been a constant pleasure to their teachers, who might have been a continual torment had not the parents taught them that the school authority would be supported at home. Therefore it is not to the teachers alone, but also to the parents, that we are to be grateful if our schools have been satisfactory.

Superintendent.—SARAH P. EASTMAN.

LEYDEN.

We feel confident that the town is working against its own interest by sustaining the district system, and the reasons for our belief are these: In towns where this system has been abolished there has been a decided improvement in the school-houses and furniture, and in many other respects, notwithstanding we hear persons of the old school persuasion, that think the ways of their fathers and grandfathers are the only ways, relate the bad effects the new system is having in some neighboring town, and that the inhabitants are very much dissatisfied with it.

School Committee.—C. F. SEVERANCE, M. L. WILLIAMS, C. W. SEVERANCE.

MONTAGUE.

The school-room and its surroundings affect the pupil for life. A scholar cannot be ambitious in a low, dilapidated, unventilated, dirty school-room. It is strange that the parent who builds a good stable for his horse, sheathes it and paints it, will allow his children to sit in a room that would need repairing to make it a proper place for his

horse. I speak not thus, complainingly. The town has done much during the last few years to improve the school-buildings; but the work will not be completed till every school-building in town speaks its own praise as a fit place where scholars may pursue their studies, and fit themselves for the various avocations of life.

On the whole, our teachers have done well, and deserve the thanks of the town. In every instance they have seconded the efforts of the superintendent, and worked with him for the advancement of their several schools. They will receive his sincere thanks. I recommend, through the committee, to the town, that the superintendency, in some form, be continued. One mind interested in every school, one mind comparing wants, one mind supplying necessities, one mind devoted especially to the cause of education, is surely of much more value than three or six minds busied with other employments, and only giving the envied fragments of time to the service of the schools. Professor Walton, of the State Board of Education, has twice visited us during the year, and devoted two or three days each time to the interest of the schools, holding a Teachers' Institute one day for the special benefit of the teachers. These visits have been, and will continue to be, of incalculable benefit to our schools. Professor Walton knows just what to say, and how to say it. His long experience as a teacher, his tact in correcting the errors of teachers, his happy manner of explaining different methods of teaching and government,—all combine to render him the right man in the right place. Every scholar in our schools has been benefited by his visits, through the teachers who listened to his lectures and instruction.

Superintendent.—L. P. FROST.

NEW SALEM.

We attribute the great difference, in many cases, of the attainments of the children in school, to the interest, culture and discipline at home. Children need educated parents to care for their education, and the way to have educated parents is to educate all the children to the highest standard we are able to raise in the Common School, for the majority of the people receive no other education.

Some ask, What is the need of attending school so much, unless they are going to teach? We answer, no one needs a less education than to be familiar with the common branches taught in our Common Schools, for their own individual welfare and happiness, and as a good citizen. And do the parents need any less amount of knowledge when they have these children around them, to converse with and teach and train them up as they should be trained, and as it is their duty and privilege to teach and train them? We often hear parents regretting their

limited education, and, in view of it, say that their children shall have a better education than they have acquired. President John Adams at one time wrote home to his wife: "The education of our children is never out of my mind. If we suffer their minds to grovel and creep in infancy, they will grovel and creep all their lives. Education," said he, "makes a greater difference between man and man than nature has made between man and brute. The virtues and powers to which man may be trained by early education and constant discipline are truly sublime and astonishing." Parents, what a great responsibility rests upon you! Will you prove true to the trust committed to your care?

School Committee.—B. W. FAY, DAVID EASTMAN.

ORANGE.

The best education a person can have is that which prepares the mind to investigate a subject closely, and render an opinion impartially, without waiting to see what some one else has decided. It is better that the young man or woman should leave school with a thirst for knowledge, than that they should leave with their minds stored with a few facts, and no desire for more.

Our Normal Schools have done much for the benefit of the cause of education in our State, but there is a need still unanswered. Many of our young men and women cannot avail themselves of its advantages. Our High School educates them, and if we could have a Training School wherein they could study the methods of instruction, wherein they could have impressed upon their minds the necessity for teaching the pupil something besides mere words, we should have made a long stride in the right direction.

For the Committee.—MARY L. EASTMAN.

ROWE.

It gives us great pleasure to be able to say that our schools for the past year have been attended with unusual success. The best teachers are the cheapest; and when we have tried and found those who are worthy of their calling, we think it a wise policy to secure their continued services. We would therefore recommend that our successors retain as far as possible the present incumbents in their schools. We cannot too highly prize a good education, and should ever strive to make our Common Schools, where a large majority of our children commence and finish their education, profitable and attractive. We

are glad to see so much interest on the part of most of our scholars, and where this exists there has been great advancement, and they have laid up for themselves riches, that in after years will be better for them than gold.

It is not expected in a town so small and sparsely populated as Rowe, that we should give to our children the opportunities that some of our larger and more wealthy towns can; but we do extend to all within our limits the opportunity to become cultivated men and women. Teach a boy to read well, spell well, and write well, and the fundamental principles of mathematics and English grammar, and make him know the obligation God has placed upon him to improve every talent he has given him, cultivate his manners and morals, and he is well fitted for any and every situation he may be called to fill, and he will be honored and respected in life.

School Committee.—CHAS. H. SCOTT, JAMES STREETER, Jr., WILBUR L. PAYNE.

SHELBURNE.

The people of Shelburne may save their money by putting fools over their children, but mental and moral life cannot be obtained in that way. "Such as I have I give," is the great law of all instruction. Something must be put into the school-room if something would come forth from it. Yet this simple law seems to be ignored in our schools, in that we have, by practice at least, really said, "Anything in the school-room if thereby we can have something in our pockets." This willingness to put anything into the school-room because it is cheap, has fearfully retarded the progress of your children in knowledge. A cheap teacher is the dearest thing in the world. If we would have brains in our chairs of instruction, we must pay for them; for brains, although not sold in the shambles, have, and ought to have, a commercial value.

Hence, if we continue to curtail the revenue for instruction, we shall certainly drive brains from our school-houses, and your children will be obliged to get their living out of fools, if they live at all. We want more common-sense in our town meetings, and a more enlarged view of the necessities of the young in our appropriations, that your committee may not be obliged to weigh brains against money, but may have, and keep, the best teachers possible.

For the Committee.—E. E. LAMB, *Chairman.*

WARWICK.

Our teachers are generally too deficient in general knowledge, for which our home teachers have no excuse, for we are highly favored with a large library, very full in American history. They would have had a good knowledge of our history, if they had read it as faithfully as they have the sensational novels. Let them constantly bear in mind that it is their duty to fit the youth for the responsible duties incumbent on every American citizen. The great design of the Public Schools is to render the youth intelligent, virtuous and efficient citizens.

For the Committee.—SAMUEL P. FRENCH, *Superintendent*; WILLIAM H. BASS, *Chairman*.

HAMPDEN COUNTY.

AGAWAM.

It is not for the committee to make boastful mention of the progress of the schools, or of their management; but we may safely and properly congratulate the town upon the increased educational facilities which its liberality has provided. And although but a single term's trial has been allowed us as yet, the results of that have been very happy and encouraging. The size and character of the schools, and the benefit derived from them, have been such as could not otherwise have been reached. The advantages of a High School are now substantially secured at both centres,—a consideration not to be overlooked in a community like ours, many of whose pupils cannot go from home; while yet our population has not reached the point at which the law commands a High School, and if it had, the peculiar distribution of our population would make it very difficult to say where such school should be located.

School Committee.—C. S. SYLVESTER, CYRUS BELL, CHAS. L. BODURTHA.

BLANDFORD.

It has been a gratification to me to find the teachers so faithful in their work, but I am sorry to add that some of them were not sustained as they should have been, by the sympathy and coöperation of

parents. It has been said, that "it requires more wisdom to educate a child than to govern a State." We should, therefore, sustain teachers in this difficult work, in every possible way. I would here say, as the result of my own experience and observation, that it is useless to expect success, when a teacher's efforts are thwarted by parents who uphold their children in wrong-doing, to the destruction of all order and discipline.

I think the remark made by an old gentleman in Connecticut, many years ago, is too true still, in many cases among us. He was conversing with a younger man, who remarked, there was not near as much family government as there used to be. "Oh, that is a great mistake," said the old gentleman; "there is just as much family government as there ever was, but the children have got it all now." It should ever be remembered, that children left to themselves will bring their parents to shame.

Superintendent.—L. D. TIFFANY.

BRIMFIELD.

An article in the town warrant, "To see if the town will appropriate money to purchase maps and globes for the use of the Public Schools," is to be acted upon. We believe that every intelligent voter in town, after a fair consideration of the subject, will vote for the appropriation. Nothing else is so much needed in the school-room for illustration to aid the pupil in the study of geography. In nothing else have pupils suffered such intolerable burdens from the "cramming" process as in this study. They are often required to commit to memory page after page of descriptive matter, of which they have no intelligent idea, or to locate places all over the habitable globe, of which they have not the slightest conception. It is almost painful, sometimes, to witness the efforts a pupil makes to recall to his memory a single line or sentence that he has studied over and over, and if once recalled, it is meaningless to him.

Teachers' meetings have been held every two weeks during the winter, and nearly as often through the school year. The prompt attendance of teachers and others, and the apparent interest manifested by them, gave evidence that these meetings were not only pleasant, but profitable. The object of them is mutual improvement, by discussing such questions as any member may present, relating to school government, discipline or methods of teaching. Essays, select readings, also dictation exercises in drawing, have found their place there.

School Committee.—WARREN F. TARBELL, HENRY F. BROWN, ELLEN P. SHAW.

CHESTER.

Ignorance is said to be the mother of wicked work, and though there may be exceptions, the danger lies in that path. We know that good culture did not hold a Benedict Arnold, a Stephen Burroughs, an Aaron Burr, the assassin Booth, from blood and treason; but we believe all these an exception to the rule. We believe, too, that such exceptions, and many more, probably, will never influence any intelligent parent to withhold from his child any facility for scholastic knowledge within his means; and because we thus believe, your committee again aver, that the schools in every town in this, or any other Commonwealth, are, and will continue to be, and ought to be, the true exponents of the worth and aims of the citizens.

The law relating to school attendance is before us, and we believe it just and good. We believe, too, the legislature had an eye single to the best interests of the citizens of the Commonwealth, and that the motive is fully exhibited in all the enactments for our schools. What, then, is to be done? It is true that these truants do not disturb the quiet and order of our schools, and the present, therefore, in that particular, might seem to indicate the "let alone" policy; but can we feel quite sure that this ignorance will "let alone" the peace and honor of the town? Are not the fruits "wild gourds"? Is there not "death in the pot"? Ask your trial justices, your constables, the keeper of your lock-up. Search your prison records, and listen to complaints of good citizens for assaults upon their person, for vulgar and obscene language to them and their children, for night robberies of their fruit and their hen-roosts, to say nothing of drunken brawls. Look into your purse, and count up the dollars taken from it for county taxes. And worst of all, estimate, if you can, the disgrace upon the town.

School Committee.—T. K. DEWOLF, DAN'L GRANGER, J. M. FAY.

CHICOPEE.

Evening Schools.—At the last annual town meeting an appropriation was made for Evening Schools. A school was opened, in charge of a member of the board, at one of the rooms of the Exchange Street school-house, and has been well attended by more than forty well-disposed young men and boys, who appear anxious to learn. A great many more applied for admission than the room could accomodate. None were allowed to become members unless fifteen years of age, because schools of this character are intended for those who have been deprived of educational privileges in early life.

Writing and Drawing.—As drawing is required to be taught in the Public Schools, the committee have employed a teacher whose duties are confined to giving instruction in these branches. Whenever the committee are satisfied that the regular teachers can instruct children profitably in drawing, it will probably be more economical to require them to teach writing and drawing than to employ a special instructor.

Mechanical Drawing.—Two Evening Schools for instruction in this branch have been maintained during the winter.

School Committee.—HARVEY HITCHCOCK, BILDAD B. BELCHER, JOHN HERRICK, JOHN F. HURLEY, LUTHER WHITE, GEO. V. WHEELOCK.

GRANVILLE.

We were favored during the summer with a visit from Prof. George A. Walton, Special Agent of the Board of Education, whose timely suggestions and happy methods of illustration left a lasting impression on each school visited. It is to be regretted that his field is so large that his visits must necessarily be rare.

School Committee.—E. C. ROSE, E. D. GIBBONS, V. E. BARNES.

HOLYOKE.

Influence of the High School.—The High School exerts a twofold influence,—direct and reflex. Its direct influence is to form the character of the pupils who are connected with the school, and to afford opportunities for advanced instruction to those who otherwise might not be able to obtain them. Its reflex influence, although indirect and much more difficult to estimate aright, extends to the lowest grade of the Primary rooms, and is felt throughout the whole school system. In all our other schools are pupils who intend, at some time, to become members of the High School, and, influenced by this expectation, they are more diligent and attentive than those whose ideal standard is lower. By their example others are stimulated to greater exertion and increased fidelity. The High School requires from the lower schools a systematic, continuous and well-directed course of instruction, that pupils who are admitted to its privileges may be thoroughly prepared to obtain the greatest possible benefit to be derived from the advantages offered. It thus benefits, not only those who are directly connected with the school and enrolled among its members, but raises the standard of education in all the schools, and renders the whole system better and more efficient.

Attendance.—Our small average attendance, as reported in the Thirty-seventh Annual Report of the State Board of Education,—339

towns of the State having a larger average attendance, and only two a smaller,—has led me to investigate the causes of so (apparently) discreditable an exhibit. From data extracted from the same report I have constructed a table, partly by compilation and partly by computation. Its objects are to show (1), the average attendance based upon the number attending school; (2), the amount expended upon each child attending the Public Schools; (3), the per cent. of attendance based upon the whole number attending school; (4), the per cent. of attendance in all schools based upon number of children between five and fifteen years of age. In comparison with the other cities of Massachusetts, it will be seen that the record of Holyoke is by no means the worst. The assessors returned, July 1, 1874, 2,331 children between the ages of five and fifteen. The names of 1,044 appear on the registers of our Public Schools, and more than 1,000 upon those of the "Institute Schools." Our percentage of total attendance is much nearer ninety per cent. than forty-five per cent.,—the attendance in Public Schools. I have not the statistics of last year; but the fact that the percentage was 42.11 indicates that the ratio could not have been materially different.

The "Institute Schools" are designed to instruct children in the tenets of the Roman Catholic Church, as well as in the branches of study pursued in Public Schools. They are maintained without pecuniary assistance from the city or State, and are absolutely independent of our discipline or supervision. As an educational force, their influence cannot be ignored, since they form a prominent factor in the solution of all educational problems relating to this city. Hence, although the subject of attendance in Private Schools is not always considered a matter of interest to a superintendent of Public Schools, or to the general school committee, it must be admitted that, as we are required by statute to see that all children between the ages of five and fifteen attend school somewhere, to disregard mentioning the number attending Private Schools would be unwise and unjust. We cannot compel children to attend any particular school, but we are required to enforce their attendance at some school. Since seven-eighths of our children are attending school somewhere, we should make that statement in our report, and submit it to the public, and not let the false impression go abroad that less than one-half the children in Holyoke attend school.

TABLE showing Statistics of Expense of Schools and Average Attendance in all the Cities of Massachusetts.

[All data for this Table are from the 37th Report of the State Board of Education.]

CITIES.	Valuation of 1872.	Am't Expended on Public Schools.	Per cent of Valuation Expended on Pub. Schools.	Amount per Capita Expended on Children attending Pub. Schools.	Whole number attending Public Schools.	Average Attendance.	Average number attending all Schools, including Private Schools.	Average attendance based on whole number.	Average attendance in all Schools of School Population from 5 to 15.
								Pr.ct.	Pr.ct.
Boston, . .	\$638,870,531 16	\$1,034,600 00	\$00 1-62	\$27 34	37,835	34,015	37,902	89	82
Cambridge, . .	45,646,076 22	152,343 35	3-34	16 80	9,015	5,930	6,473	65	78
Worcester, . .	37,263,867 13	118,872 18	3-19	11 36	10,465	6,049	6,849	57	81
Springfield, . .	29,500,151 56	87,273 13	2-96	17 99	4,853	3,378	3,603	69	83
Charlestown, . .	28,314,873 65	117,337 78	4-14	18 77	6,250	4,486	4,558	71	66
Lowell, . .	27,811,128 12	105,330 00	3-79	14 50	7,261	4,560	5,040	62	80
Fall River, . .	27,513,345 21	60,000 00	2-18	8 61	6,968	3,545	3,603	50	52
New Bedford, . .	25,483,267 65	60,392 52	2-39	16 61	3,634	2,799	3,118	77	78
Salem, . .	25,382,251 19	57,689 63	2-33	12 62	4,570	2,745	4,145	60	76
Lynn, . .	21,787,103 34	80,729 66	3-71	15 21	5,306	3,920	4,235	73	62
Newton, . .	19,244,632 61	61,000 00	3-20	19 77	3,084	2,096	2,177	67	86
Lawrence, . .	18,570,198 36	56,814 85	3-12	13 80	4,117	2,731	3,731	66	76
Taunton, . .	15,273,009 41	39,000 00	2-55	10 39	3,752	2,364	2,424	63	70
Somerville, . .	13,372,478 79	53,684 88	4-01	16 83	3,189	2,598	2,598	81	88
Chelsea, . .	12,405,134 86	55,403 44	4-47	17 92	3,090	2,641	2,751	85	86
Fitchburg, . .	11,283,337 05	28,500 00	2-53	12 50	2,280	1,649	1,674	72	76
Haverhill, . .	9,342,712 44	38,000 00	4-22	13 81	2,750	2,080	2,155	75	92
Newburyport, . .	8,269,884 02	26,000 00	6-14	10 54	2,468	1,470	1,595	59	62
Gloucester, . .	7,709,462 73	34,400 00	4-45	10 02	3,432	2,500	2,533	72	78
Holyoke, . .	6,261,712 49	20,000 00	3-19	14 04	1,424	976	1,771	68	76

Superintendent.—L. H. MARVEL.

LONGMEADOW.

Truancy.—The legislature two years ago passed an Act requiring all cities and towns in the State to enact a truant law. The school committee of each town are required to report whether this law has been complied with. Your committee have been inclined to think that in this town of steady habits there was no particular need of such a law. But an investigation has convinced us that it is needed. We find, in one school, three children who, the past year, have not been in school the length of time the law requires. There is in the same school another pupil, who during the last four years has been in school only one hundred and fifty-two days. This pupil is now over fourteen years of age. But during the three years preceding the last, he was of an age requiring him to be in school. One of the three pupils above referred to has been in school only two hundred and forty days in the last four years. The last year he has been in school only fifty-two days. There has been only one week when he has been there the five days the school was in session; that is, every week, save one, in the year he has been out one or more days. We believe there can be

no reason for this, except the neglect of those under whose control he is. The average percentage of attendance in this school has been the lowest the past year of any school in town.

Ten of the States in this country have now adopted the principle of compulsory education. The principle is now well established, that no parent has a right to allow his child to grow up in ignorance. That the State may protect itself from pauperism and crime, it is absolutely necessary that she should insist on the education of all her children. It is unjust to the tax-payers to compel them to provide for the free education of the young, and then allow a large fraction of their money to be wasted, because parents neglect to avail themselves of school privileges for their children.

For the Committee.—A. I. DUTTON, H. G. GAY.

MONSON.

It may be asked, Why advance the price of teachers' wages, as has been gradually and moderately done during the last six years, to a standard which is yet relatively low? Our reply is, To improve the quality of instruction and power of discipline in some of the larger schools. And there is need of farther advance to make some of the more important schools what it is for the interest of the whole town they should become.

As to the question, whether the compensation of teachers is not too high, we ask every voter carefully to consider the table of school wages in this report, paid the past year in all the Public Schools of this town, and subtract the price of board, included in every given estimate, and then judge for themselves, and so answer this question intelligently and candidly. The result of such an examination will show that no class of workers in any business in this busy town receives so meagre pay as the teachers of the Public Schools.

If the voters increase the time of the schools, without furnishing the means of supporting them, then of course the rule by which the committee must work by will be the rule of three inverse,—more time, less money; but the inverse ratio will surely work reverse results.

If it be said "half a loaf is better than no bread," the truth of the saying depends on the quality of the bread. A half loaf of bread made out of sawdust is worth nothing.

For the Committee.—C. HAMMOND.

SOUTHWICK.

Map drawing, from books and memory, upon the blackboard, has been practised during the year, and a commendable progress in this

branch is the result. The committee, at the commencement of the spring term, complied with the regulations and laws which govern the schools of this Commonwealth, in reference to supplying the schools with books at cost. This has been a departure from the customs of this town. Opposition, of course, was expected and received; but it was deemed a wise and just measure, and the act was consummated.

Another innovation upon the usual course of running our Grammar School during the year, the committee thinking it proper, was carried into effect; viz., engaging competent female teachers to take charge of the school instead of male; substituting three terms in the year where formerly we have had only two.

School Committee.—CHARLES E. SIMMONS, WM. L. SAUNDERS.

SPRINGFIELD.

Primary and Grammar Schools.—In the conduct of the schools, the committee have constantly borne in mind that the great problem in public education is to do the best thing for the masses of children who receive all their mental training in the Primary and Grammar Schools. Of the more than five thousand four hundred pupils in our Common Schools, only a small per cent. ever reach the High School, and more than one-half do not attain to the higher grades of the Grammar department. The attention of educators in all parts of our country is now directed to the best methods of instruction and discipline for these schools, in which the vast majority of the American people are educated. Without disparagement of the claims of the superior class of Public School students for superior advantages in the High School course, your committee are constantly at work to improve the course of Primary and Grammar School instruction.

The Training School.—Especially has the thought of the committee been given to the imperative necessity of trained teachers in the Primary grades. Perhaps the most serious waste of money in school affairs is in placing young women over the youngest department, with no experience in graded schools, or utterly untanght in the profession. With the view to meet this need, the Training School has been greatly improved during the past year. Miss Lilly Shepard, a graduate of the Westfield Normal School, has been placed there as a teacher of methods of instruction, and Miss E. H. Brown as permanent assistant of the lady principal, Miss Kneil. The teachers in music and drawing are also required to give special attention to the class of twelve young ladies there preparing for the responsible post of Primary School teachers.

Teachers.—Under the stimulating and inspiring influence of our worthy superintendent of schools, Mr. Stone, the entire body of

teachers in the Primary and Grammar Schools has been aroused to unusual activity and efficiency during the past year. The masters of the Grammar Schools have coöperated with his plans in all desirable ways, and the committee feel that they can justly thank our teachers for a year of faithful work. Great care is now shown in the examination of candidates for the post of teacher, and we believe those from abroad, introduced to these grades during the year, have been generally a positive addition to our corps.

Discipline.—Do our citizens sufficiently reflect on the debt of gratitude due by a city like ours to the teachers in its Public Schools, considered as the fashioners of public character and good citizenship? In numerous instances, the State owes it almost entirely to the poorly paid and overworked young women in these school-rooms, that the child is saved from evil examples at home, and brought out into a successful manhood or womanhood. Of all our public servants, the teachers in the Public Schools stand nearest the sources of what is good and progressive in our republican order of society. The State can survive all mutations in politics, provided there is a steady growth in their intelligence and character and professional efficiency.

Drawing.—During the past year the committee has given especial attention to the introduction of drawing into the Primary and Grammar grade of schools. The excellent series of drawing-books prepared by Mr. Walter Smith, art-master of Massachusetts, has been adopted, and Miss Luella E. Fay, a graduate of the Westfield Normal School, has been employed to superintend especially the work in the Primary Schools. Already the results are gratifying, and during the present year, it is hoped, complete arrangements will be made for instruction in drawing in every department of our Public Schools. To say nothing of the effect of this branch of study on the taste of the children, a special reason for the importance attached to it is found in the character of our city as a commanding centre of manufacturing industry. No one who is unacquainted with the results of such primary art-education can estimate the advantage of this training of the eye and the hand, and of directing the attention of the masses of the children to the relations of forms in their school years. The Draughting School, in its new quarters, is attended by increasing numbers. The great interest of a manufacturing community is the growth of skilled labor among the home population, and to this end we are working in the attention given to drawing in the Public Schools.

The High School.—There are now in our High School three distinct courses of study: first, the classical, to prepare young people for College; second, the ordinary High School course, revised and enlarged by the addition of several elective studies; third, the English course, including a thorough English education, with the option of modern

languages. We call attention, especially, to this English course as one adapted to a large class of our boys who are looking forward to a life of active business. Nothing can be more desirable to a community than the improved culture of the class of youth who are to become the great working force in its practical affairs. The second course offers excellent facilities, in connection with the Training School, for the preparation of our young women for teachers in the Public Schools.

The committee close by urging constant and vigilant attention to this great public interest upon the city of Springfield. Nowhere would the loss of interest so quickly tell on the best life of the community as here. They urge the people to supply ample means to bring our schools up to the highest practical standard of usefulness; to educate their own children in them; to watch every enemy of the American Public Schools with sleepless vigilance, and, by frequent visitation and friendly counsel, to aid their school committee and teachers in the responsible duties of educating the youth of this growing city for the enlarged duties of citizenship in the coming generations.

For the Committee.—A. D. MAYO.

The Truant School, at the city almshouse, is performing good service in the instruction and reformation of those whose habits of persistent truancy appear to baffle all other efforts for their correction. The boys have made good progress in their studies, and seem generally happy and contented. While the city authorities were considering the feasibility of inclosing an area for a playground, the teacher, Miss Bascom, put the boys upon their honor, and allowed them the privilege of seeking recreation on the open grounds in the vicinity of the building. This confidence has been but slightly abused, and the experiment has had a salutary effect upon the boys. It is hardly probable that the fence for the playground will be called for.

The discipline of the schools is generally very commendable. With but few exceptions, the success of the teachers in this respect has been highly gratifying. When we consider how difficult a task it must necessarily be to manage and keep in proper condition for successful study and school work more than fifty-four hundred children, of various dispositions and habits, and many of them but little accustomed to wholesome discipline at home, and exposed to most untoward influences in the streets, it is truly surprising that so little friction has occurred during the year in the discipline of the schools.

This department of school work requires rare tact and great wisdom, and fortunate are they who possess the qualities of mind and heart that adapt them to so important a trust. The teacher who is a

poor disciplinarian cannot be a first-class instructor; for that happy relation which exists between teacher and pupil, in a well-managed school, is most favorable for the teacher to impart, and for the pupil to receive, profitable instruction. Those teachers succeed best in discipline whose bearing before their pupils is quiet and self-possessed; who set a good example of earnest industry, cheerfulness and well-tempered enthusiasm; who are reasonable in their requirements, prudently commending well-doing, and cautiously reproving when needed; and who have a sympathy with all the conditions of childhood. Of such teachers we have many in the schools of this city. But, in all frankness, I am compelled to say, we have also a few who are not so wise, not so judicious, nor so successful in their bearing and work. With varying temper and temperaments,—now smiling and now scolding, now blustering and now halting and wavering,—they are, I fear, too often the cause of an unhappy state of things in the school-room. Now, I will not undertake to say that it is not the mission of such persons to teach school; but it is both allowable and proper to suggest that it does become them, for the sake of the highest good of their pupils, to betake themselves, most diligently, to the business of being more agreeable and consistent before the children and youth intrusted to their culture and care.

The course of study below the High School comprises what are usually denominated the common English branches, including, also, United States history, music and drawing. They are branches in which all children ought to be tolerably well versed at the age of fifteen years, whether they are to continue their studies in the higher departments of education, or to leave school to enter upon the business of life. The amount of time assigned to music and drawing is not large, but is sufficient, if well used, to give a general and respectable knowledge of those branches. Music is now studied, as a matter of choice, by a great portion of young people who have any taste and ability for it; and to those who have not an aptness for its execution, a knowledge of its theory and principles, and an ability to interpret its language and printed page, seem highly desirable. At no other time in life can a knowledge of the elements of musical science be so thoroughly instilled into the mind, as during the Primary School age; and at this age practice in vocal music, for a few minutes each day, aids greatly in developing the voice for reading and speaking, as well as in giving healthy expansion to the chest and lungs. All teachers, who have had experience in the matter, know that music is a very valuable auxiliary in the discipline of the school; and it is also the testimony of those competent to give an opinion, that the use of an hour or two per week, for musical instruction and practice in the school-room, does not lessen the amount of work that would otherwise

be accomplished. It gives relief to jaded mind and spirits, and arouses the pupils' powers to a more healthy and vigorous action.

Drawing is also a branch of growing importance. It is of great assistance to the pupil in penmanship; gives an early and correct knowledge of geometrical figures and forms; cultivates habits of observation; trains the perceptive faculties; prepares one to appreciate nature and art; gives facility and skill in the use of the pencil, an accomplishment always desirable; and cultivates those faculties most employed in the mechanical and industrial pursuits of life. In the school-room it gives young children very enjoyable occupation, and in all the grades it affords grateful relief to the mind wearied with study and book work.

There still lingers in the schools, on the part of some teachers, too much subserviency to the text-book. I have no sympathy with the flippant remark, sometimes heard, that we should have better teaching if text-books were entirely dispensed with. The idea is both impracticable and absurd. Text-books are needed, and they should be used; but they should be supplemented by that kind of work which comes from the teacher who is thoroughly imbued with his subject, and who enters fully into sympathy with all the circumstances and conditions of his class. Some of our text-books contain much that is a hindrance to the freedom of the teacher. They are too bulky, and are overloaded with unimportant matter. I trust the day is not far distant when a good series of arithmetics will contain not more than two small books, and quite small at that. Too much time is devoted to this branch for the amount of knowledge and discipline actually obtained by the pupil.

Geography, also, monopolizes time,—time that should be given to language, history and other studies; and the text-books in this branch will bear heroic pruning. The teachers of the Grammar School grades have my hearty sympathy, in the trials they encounter in the spelling-book used by their classes; and I trust the day of their deliverance is not far distant.

The perfection of school organization, as I understand it, is reached when every pupil has a chance to do his best. This can be accomplished only by judicious grading; but schools are frequently graded so mechanically that they fall far short of the highest efficiency. In this way arises the objection, sometimes made, that work in graded schools is slow, and that pupils are not unfrequently hindered, rather than carried forward, in their progress. It must be acknowledged that unless grading is done strictly according to proficiency and ability, the advantages claimed for it are not attained. The mistake most frequently made in grading a school, is in supposing that a class, once formed, can be continued for a considerable length of time without

any promotions or other changes. It can hardly be expected that fifty pupils, even of similar proficiency, at the commencement of a school year, can be placed in a room and kept profitably employed there for a twelvemonth upon the same amount of school work. A difference in ability will soon develop itself, and then if the rate of progress is graduated to average, or, as is sometimes done, to the minimum capacity of the class, those who are able to do more will soon find themselves with considerable unoccupied time upon their hands. Such a result is especially to be deprecated; for it is an important principle to be borne in mind, that pupils do not study to the best advantage, nor accomplish their greatest and best work, unless they feel the necessity of constant effort. They ought not to be hurried, but they should feel they cannot be idle, without incurring the danger of falling into the ranks of the laggards and the drones. Persons of active minds must have employment of some kind; and if they do not find sufficient legitimate work in school, they often, from mere restlessness, occasion the teacher much trouble in the way of discipline, or become disgusted and leave school altogether. Their minds are dwarfed if they remain under such circumstances; they have little enjoyment in their work; and it is not strange that they lose their patience and their interest.

Various plans are proposed and tried for the solution of this difficulty. That of dividing and subdividing the pupils of a single room into numerous small classes is, perhaps, the most objectionable, the time allowed to be devoted to each class being wholly insufficient for anything like thorough and satisfactory work.

Another plan is an entire reconstruction and classification of all the grades, four times in a year. Whatever may be said in favor of such a course, neither theory nor practice give it a strong indorsement. While it may bring those of the same proficiency together at each classification, a term of ten weeks does not allow sufficient acquaintance to be formed between teacher and pupil, to enable them both to work to the best advantage, before a recast of the school introduces a new class, or one for the most part new. Such frequent changes are found to produce constant confusion, and the advantages of continuous methodical work are almost entirely lost.

Our own schools, as I regard them, seem to need a more discriminating classification at the commencement of the school year, and afterwards more frequent individual promotions. When a class is formed, every pupil should be placed there, who is able, or who can possibly be induced, to do work of that class, no matter how many grades such pupils overleap, or what may be their ages. As the class progresses, those who seem capable of advancing faster, and are willing to make an extra effort, should, from time to time, be promoted to the

next higher class or grade, provided it seems probable that such pupils can bridge over the interval thus passed, within a reasonable length of time. Where such opportunities for promotion are constantly before the school, a laudable ambition for respectable progress is kept up, and more and better work is accomplished. At the commencement of the spring term in April, a reclassification of the lower Primary grades may be desirable, as a considerable accession of new pupils is made at that time to those schools. I would also advise that, at the same time, three months before the close of the year, a thorough examination be made, in the upper grades of the Grammar Schools, of those individual cases who seem capable of advancement, that they may be allowed promotion, and thereby gain a year in their course, especially when the age of the pupil seems to render such a step desirable.

Such a system of classification and promotion, carefully watched, and carried as far as the health and ability of the pupil will admit, and assuredly no farther, will, I feel confident, greatly increase the efficiency of schools. In this way many a disheartened pupil will be incited to interest and effort; many who have despaired of promotion will look forward with hope; many who have anticipated leaving school in the middle grades will be induced to go farther; and many, very many I hope, will be able and willing to go beyond the Grammar School grade, and join the classes in the High School, the highest public educational goal in our city now within reach of its children and youth.

Superintendent.—A. P. STONE.

WALES.

It costs teachers much time and money to prepare for teaching, and they cannot teach for the small pittance that some would have them. It is said that teachers are paid more by the hour than other laborers. We must remember that the school day breaks up the whole day, and nothing can be done to advantage before or after school; besides, could it be so arranged, teachers would not be worth half-price, thinking all the day of what must be done after school. No class of persons wear out so fast as school-teachers. Six hours in a school-room with children is more tedious than ten at hard labor; and it is an ordinary case where girls earn \$1.50 per day with only a month of apprenticeship. We have many things to consider when we talk about teachers' wages.

School Committee.—H. A. MCFARLAND, FREEMAN A. BROWN, SARA NELSON.

WESTFIELD.

The committee are fully impressed with the conviction that our schools need constant and intelligent supervision by some competent

person able to devote his whole time to that work, and until such arrangements can be made, our efforts to make our schools what they should be will be but partially successful.

Drawing.—The scholars have, as a rule, made fair progress in this art. Several of our teachers have made good use of their drawing classes in their exercises before the Teachers' Association.

Of this branch in the High School the principal says: "The work done by the class in drawing is deserving of special notice. Drawing has been regarded as a science based upon principles difficult to comprehend and rules not easy of application, but the readiness with which the members of this class grasp and apply the principles presented, the taste and skill developed, show that drawing from objects and designing in their elementary forms are not the difficult and abstruse matters formerly supposed."

A class of those unable to attend the day schools was opened on December 21, 1874; twenty-one names were registered the first night. The class has met once a week since then, and the average attendance has been about sixteen.

For the Committee.—WILLIAM TODD, *Chairman*; M. M. LLOYD, *Secretary*.

WEST SPRINGFIELD.

Your committee take great pleasure in announcing that they consider the schools of the town in excellent condition. A manifest improvement in the methods of teaching and discipline is apparent in nearly every school. The old method of book language verbatim is gradually disappearing from our school-rooms, displaced by the wiser and much more sensible plan of recitation by topic largely in the chosen language of the pupil. We are gratified at the apparent attention the matter of reading is receiving. Great progress in this branch has been made in many of our schools the past year, and we would say right here that it is desirable that this important branch of education should receive still greater attention than has already been bestowed upon it, as good readers in our communities are the exception, rather than the rule, even among the best educated. Those dull, monotonous and expressionless sentences and paragraphs of our schools of former days, we are happy to chronicle, are fast giving way under our efficient corps of instructors. Other branches might be enumerated and particularized upon, but this is unnecessary.

We are in great measure indebted for the progress which we think we have made to the valuable hints, suggestions and instructions to ourselves and teachers from Prof. G. A. Walton, Special Agent of the State Board of Education. It is our opinion that, in towns like our

own, without a superintendent, his services are important, and we have no doubt it would be wisdom on the part of the State to double the number of such agents.

School Committee.—EMERSON GEER, CHAS. E. MERRICK, N. T. SMITH.

WILBRAHAM.

What has largely contributed, no doubt, to the success of our schools, is the fact that we have been able to retain many of our teachers for successive terms. This is to be attributed in part to the more generous appropriations of the town, which have enabled the committee to offer somewhat better pecuniary inducements, though it cannot be said that we have yet reached the maximum of high wages. Even the past year the town has suffered by competition in this direction. We should be glad if intelligent citizens could see that it would be good policy to supply the means by which the length of our schools could be increased by at least a month in the year. It will be observed, by reference to the table of statistics, that although several male teachers have been employed, their wages have been the same as would have been the wages of females, had they been employed instead, a fact which some may regard as a step in the right direction. It has been the policy of the committee to act on the principle of "equal rights" to both sexes.

The town may well congratulate itself on the improvement, during the past few years, of its school architecture. An almost complete revolution has been made in this direction; and whereas it might have been truly said, not long since, that we had scarcely a good school-house in town, we are now able to say that we have not an absolutely poor one. Health, comfort, proficiency of pupils, demand that our school-houses be kept in thorough repair. A broken pane of glass endangers the life of one sitting near it. Valuable lives have been sacrificed by exposures which would not have been but for the penuriousness of school districts. The necessary risks of overheated or underheated rooms; the inequality of warmth; the peril of bad air; the sudden changes of temperature, are all bad enough, without adding to the dangers by neglecting to provide places as thoroughly suitable as possible for the education of our children. When so much is being done for the protection of the brute creation; when the horse and other animals are cared for by state legislation, shall we suffer our children to be exposed to disease and death, which are the almost certain result of causes which are at work secretly, but surely, in many of our school-rooms to-day?

At the same time, let the places where our children spend so much of their time be attractive in an æsthetic point of view. Many of our

school-houses have a most neglected appearance, quite to the discredit of those whose duty it is to care for these things. Books are not the only educators. Everything on which the eye rests helps in some way to produce an impression on the mind. The grand mountains, and the beautiful landscape of our town, have done as much to cultivate the taste and inspire the minds of many who have honored the town by their learning and eloquence and culture, as living teachers. Pictures and flowers within the school-room; trees and flowers without; little efforts at adornment, are all teachers, and they do their work most effectually. It pays well to make our school-houses something more than plain, unornamental piles of lumber. Make them beautiful, tasteful, comely, and worthy of the purpose for which they are built, and the fruits will appear in increased refinement and true cultivation.

School Committee.—MARTIN S. HOWARD, JAMES M. FOSTER, ALONZO B. NEWELL.

HAMPSHIRE COUNTY.

AMHERST.

We beg leave to call the attention of the town to the fact that more than one-fifth (23 per cent.) of its whole appropriation of money last year was for schools; and though the voters are so liberal to schools with their money, it is not pleasant to know how few of them visit the schools to know of their progress. This apparent want of interest in the schools is not, however, believed to be real; for your committee are well aware, from public and private criticisms, that many at least of our citizens think they know how the schools are going on, even if they visit the schools not at all, or only on public days. And it is to this method of acquiring information that your committee desire to call attention. A wayward, disaffected or naughty pupil (who, even though wayward or wrong, should always have a hearing to father's or mother's ear) often is the sole means of poisoning a neighborhood with perverted or even malicious statements about teachers or their management. During the past year, more than one parent has wronged a teacher, simply in believing the child's statement against her or him, and never taking the pains to see the teacher or committee, and find out that "other side" which there is always to every story. Then, when the parents have become slightly disaffected, it is only necessary for them

to believe that the child "isn't learning anything under that teacher," and saying so in the presence of the child, to completely destroy the influence of the teacher, and put the child in such a state that then it will, and can, learn nothing under those conditions. A word to the teacher, or to the committee, under such circumstances, would often help a teacher greatly, and save a child from perhaps the loss of a whole term of study.

"The only reliable means of forming an intelligent opinion of the character of a school is by personally observing school work, or by information gleaned from those whose frequent visits enable them to judge correctly."

Some of the schools, too, have not been fairly judged, because a bad boy has, in going to or from school, in anger or excitement, used bad language. This has often led respectable people to criticise teachers as if they were responsible for profanity or vulgarity away from the school-house and grounds.

There is another injurious tendency in the schools which is affecting our public health. This is the crowding forward of pupils in their studies under the guise of a "high standard." A serious evil has crept in, which, while but faintly telling on children, still is making its mark on our future health. Too many studies, and too rapid progress in them, is an evil which your committee feel is an evil, and one which they hesitate to attack too severely, lest in the popular mind they should seem to lower the standard of scholarship. The Rhode Island State Medical Society have lately voted that scholars under fifteen years of age should not be compelled to engage in school duties more than four hours during the day, and not obliged to study at all out of school. Acting upon this idea, for the past two terms, all the schools in town have only held three-hour sessions in the morning, and two and a half hours in the afternoon; and could they carry out their ideas more fully in this matter, they would direct four hours of school for the six days of the week, instead of six hours for the five days, thus making a reduction from thirty hours during the week to twenty-four, believing that a two days' abrupt pause in study is as injurious to progress in study as it often is in too much physical exposure.

The prime necessity of our schools, as judged by your committee, is a first-class superintendent. As excellent as are our teachers, their duties and their powers so peculiar, it does need a central head to guide and steady them, though not to command, in a military sense. It needs a man to give his time—his whole time—to the business, since this work cannot be well done by a man who has his own business to attend to before he can watch over the schools, and all belonging to them. No business organization with so much money invested, or so many individuals at work as are engaged in our town schools, would

have this work done by a committee of three, every one of whom has his own affairs to occupy the greater part of the time ; and no church with six hundred members could be taken care of properly without a pastor. A number of men could not care for it collectively, and there would be work enough for one man to do to occupy his whole time. A Sabbath school of even a hundred members cannot go along without its superintendent. And your committee do not believe that a man who is simply liberally educated, or has been educated to some other profession than that of teaching, is a competent man for school superintendent, if he has time enough on his hands, because he is not in the practice of his own profession. A man to properly superintend schools needs a previous education in the direction of teaching, both theoretically and practically. The farmer wouldn't engage as his head farmer a man who was ever so good an overseer in a cotton or woollen mill, nor would the merchant employ ever so good an insurance actuary to buy and sell his merchandise. While years ago it was thought that a so-called educated man could at any time edit a newspaper and teach or superintend schools, the present methods of journalism and teaching are so different, and require such special training to become successful in them, that the school superintendent of to-day must have been purposely trained and practised for his duties if he will be successful.

School Committee.—I. F. CONKEY, E. HITCHCOCK, E. A. THOMAS.

BELCHERTOWN.

The permanent establishment, as we hope, of the three-term system in our Common Schools, affords special advantages to our younger children, while it does not lessen the privileges of the older scholars. By a prudent expenditure of the school money appropriated for the coming year, we hope to be able to give thirty-two weeks of schooling, thereby affording those scholars who cannot attend the spring and fall terms of school the benefit of twelve weeks of schooling during the winter term.

High School.—We have found it necessary, from year to year, to lower the standard of admission into this school, because we could not otherwise secure a sufficient number of scholars to make the school interesting or profitable to the scholars, or satisfactory to the town. We deprecate the necessity of thus admitting into our High School scholars who ought to remain longer in the Common Schools. How to advance the standard of scholarship necessary for admission into this school, and at the same time furnish from our Common Schools the requisite number of well qualified scholars, has been a long agitated question. We believe in the possibility, as well as the theory, of bring-

ing our Common Schools up nearer to the present grade of the High School, instead of reducing that school to meet the deficiencies of the Common Schools. We believe the three-term system now introduced is destined to do much for them in this respect. We realize the fact that the present low grade of the High School is attributable in a great degree to the backward condition of the Common Schools. Bring our Common Schools up to a higher degree of proficiency, by giving them thirty-six weeks of schooling instead of twenty-four, and let the best teachers be obtained, and we shall soon have scholars well qualified to enter the High School, and make it an institution well worthy the patronage of all our citizens.

School Committee.—A. W. MORSE, A. D. RANDALL, C. L. WASHBURN.

CHESTERFIELD.

Let us have less of memorized recitations and more of principles illustrated by the use of the blackboard and wall-maps—a freer use of the slate and pencil by the younger scholars, who must be doing something, and who might be learning to make figures and letters, even before they have learned the meaning of the characters; then they will not sit in idleness or mischief. We have, indeed, seen scholars too young to count their fingers correctly, who could make very fair figures upon the slate or blackboard, thus saving the time necessarily required to learn this when needed, and also furnishing a pleasant exercise for the uneasy youngster.

To our teachers we would say, Keep your pupils busy, make the lessons attractive, and you need have but little fear of disorder or the face of the committee.

School Committee.—WILLIAM BAKER, C. T. MACOMBER, ALBERT NICHOLS.

EASTHAMPTON.

Judicious people do not frequently point out the exceptional blemishes of an exceptionally excellent school to their neighbor. For they know the contagion and growth of suggestions. But discreet people strive to help mould and make a school, not to mar it, and discourage and traduce its teacher.

We are pleased to note a marked increase of interest in the schools by the parents. The number of their visits has greatly increased. This is certainly a pleasant and graceful way for people to show politeness to and interest in their children. It is the only way by which they can acquaint themselves with the teachers, their methods, and their appearance before the school, and always softens prejudice.

School Committee.—WM. G. BASSETT, J. H. LYMAN, M. L. GAYLORD.

GOSHEN.

We wish to call the attention of parents and guardians to that portion of our statistics relating to their visitations of the schools. It will be noticed that only four visits in all were made by them during the eight terms of the year, previous to the examinations, and that there were but twenty-six visits by them for the year, at the seven examinations.

Shall we accept this as an indication of the interest you feel in the progress of your children, while your hard-earned dollars are being expended upon them?

If we were to give you a call, and you had been successful in any department of your usual business, you would show your appreciation and interest by calling our attention to the fact, and showing us specimens of your success. You would take us "from cellar to garret," from hayloft to granary, from stable to pigsty, or to garden, orchard and hayfield, in their season, but never to that rendezvous where your children should be forming habits and acquiring knowledge which shall fit them for positions of honor and usefulness, if they are spared to manhood and womanhood.

We hailed with pleasure the advent of George A. Walton, Esq., and were much pleased with the large audience at the hall, and the good attention to his lecture. We hope his suggestions to parents and teachers will be remembered with profit, and that he may hold his position and be spared to interest us many more times in the future. We heartily indorse Mr. Walton's views on the subject of drawing, and shall insist on carrying out his suggestions with reference to slate and blackboard practice among the smaller children of the schools.

School Committee.—T. L. BARRUS, F. E. HAWKS, G. C. DRESSER.

GRANBY.

We support, by vote of the town, eight district schools, which have in each school an average attendance of about fifteen pupils. These small schools, with the most rigid economy of the money now appropriated, cannot be maintained more than twenty-nine or thirty weeks each year. This renders the vacations nearly as long as the school sessions, and children, during these long vacations, when the mind is not occupied by books, lose in a great measure the habits of study and mental discipline they have acquired. Hence, teachers often tell us that the first and second weeks of each term are used in regaining lost ground. We also find that teachers in small schools almost unavoidably aid their scholars in such degree as to cause serious injury. This

is often apparent at examinations in the want of confidence manifested by pupils. Anxious to secure for their scholars rapid progress in study, with ample time for explanations and aid, the teacher grants the help upon which the child soon learns to lean for support. Nearly all educators of large experience agree in giving this as one of the great faults resulting from small schools. Large classes stimulate pupils to greater effort, consequently we see pupils in large schools more advanced in scholarship; and in small schools, with small classes, a want of the life and interest in study and recitation exhibited in larger schools. If this town will consolidate the eight schools, now poorly supported, into five or six schools, faults we have indicated will be largely removed, and the money now given will bring the length of terms up to the standard of twelve and fourteen weeks adopted in other towns.

For the Committee.—C. B. SMITH.

GREENWICH.

Money is wisely appropriated only as a teacher is fitted to his or her place,—a teacher who is master or mistress in the school-room; who understands thoroughly; who is “apt to teach”; has skill in communicating knowledge, and power to impart inspiration and lift the pupil up toward his own ideas, and especially has the power to rule wisely and govern skilfully in the little realm over which he or she is monarch. Such a teacher will do more for a school and for the community in three months than one of an opposite type in six.

There is sometimes a feeling among those called to make provision for the schools, that they must do their best in saving money for the town by getting a teacher as cheaply as possible; and it may be the children are all young and know but little, and almost any one will answer for such. But it is a serious mistake. For if a teacher stands very little above her pupils, she will, according to a natural law, be unable to lift them above herself. You cannot conduct water through your lead pipes to a higher point than the source from which it comes. So a teacher that stands high above the pupils in ranges of knowledge and power of illustrating it, and can in a happy manner come down to them, will be far more likely to lift them toward him or her self. If you are going to build a house where nice work is needed, you will call for a workman, and not a bungler. So in fashioning the mind of a child, which will outlast all material things, would you want one that knows little about the business? Would it not be better economy to employ one who is a true architect, and pay a little more?

One of the serious hindrances in the schools is the long or frequent vacations. The law requires six months in the year to every child

between five and fifteen years of age. This town, as many others, barely meets this demand, leaving six months' vacation during the most precious period of life, without school and without instruction;—a serious loss to the child and to the town. So long time elapses before studies are renewed, that much that was learned has passed into the dim regions of forgetfulness, and has to be gone over and gathered up again, and then to be lost and gathered up still again. I know it is difficult to have it otherwise under the present system of expending the school money. But the \$1,100 ought and would be sufficient to give the pupils of the town from eight to nine months' school, could there be a mutual agreement in a different way of doing things.

School Committee.—E. P. BLODGETT, J. B. ROOT, S. D. CUTLER.

HADLEY.

Many judicious educators are doubting whether more is not lost than gained by the undue prolongation of the school terms; and whether the daily sessions, as at present arranged, are not of too long continuance for the best physical and mental advantage of the pupil. It seems obvious that there should be a certain proportion between the average age of scholars and the length of the school term. It would appear also unquestionable that the prolonging of the term beyond the period during which the energies of the scholars remain unexhausted is in all respects a waste. These considerations have of course been had in view in the past regulation of our schools. But it admits, we think, of question, whether the limits of the truest expediency have not been hitherto exceeded in this particular.

Our Primary Schools, most of the scholars in which are children between five and ten years old, have commonly been taught for thirty weeks yearly, in three terms of equal length; and those of higher grade for thirty-four or thirty-five weeks, in two terms of eleven weeks each, and a winter term of twelve or thirteen weeks. Is not this too much? Compare with it the arrangements of more advanced institutions. The students of Amherst College, for instance, who must be fifteen years of age to obtain admission, have but thirty-seven weeks of the year allotted to study. The students of Yale College have but thirty-six. Yet among them are a large number who, before they are graduated, have attained their majority,—young men approaching maturity both in body and mind. If the college year be long enough for their advantage, it is surely deserving of consideration whether, under the present arrangement, the aggregate of the school terms in all our schools is too long.

School Committee.—EDWARD S. DWIGHT, JAMES M. BELL, MARIA L. PASCO.

HUNTINGTON.

Let me again call attention to the physical training of our pupils. If the students stoop, and a pair of near-sighted eye-glasses are the necessary price of mental culture, perhaps no objection to the deformity should be made; but as a physician and a lover of physical beauty as God intended it, I do doubt the need of this which is so common in our day. Our pupils do not always stand and hold their heads and books as they should while reading and reciting, and in studying the book or paper is often much nearer the eye than it should be. This process, long continued, will affect the best of eyes. Teachers should not grow weary in correcting this habit.

The tables of weights and measures, etc. (if we must use the absurd system instead of the decimal one prepared by the French), and very much of the foundation of arithmetic, should be taught orally as exercises to the young minds. They will then retain them, as they do not always when older.

Superintendent.—JOSIAH H. GODDARD.

NORTHAMPTON.

Evening School.—Four Evening Schools have been in progress: one at the Centre for twelve weeks, one at Bay State for eleven weeks, one at Florence for twelve weeks, and one at Leeds for six weeks. Serious difficulties and discouragements are incident to Evening Schools. Especially is the element of perseverance wanting with this class of scholars. Some continue, are never absent, are deeply interested, and accomplish much. But with the very best teachers,—and we have had such this winter in the main,—it seems yet impossible to hold to the end a majority of those who begin. I find it is so elsewhere. And yet evening or half-time day schools, are evidently gaining in favor, in the cities and larger towns of Massachusetts. If our citizens could witness for themselves the ardent devotion of many that attend, they would assuredly favor this kind of school. I have repeatedly visited all our Evening Schools, and been exceedingly tried with the indifference of some, and the irregular attendance of others; nevertheless it has been a great joy to see the diligence and constancy of numbers, and what they have accomplished in the common branches; and I could not feel that five hundred dollars had been spent in vain, if but one hundred young men and women, over fifteen years of age, and having had but few advantages—some not knowing even our language—have been taught in some degree, and influenced for good, and for the time being at least preserved, as some are, from haunts of idleness and

mischievous. It is manifest that the success of these schools must depend largely upon the interest taken in them by mill-owners and manufacturers, and that these can so conduct the factory, as to defeat the school. I am happy to acknowledge the generous coöperation of manufacturers and employers in Northampton, and would bespeak their kind consideration of this matter in coming time. I will only add, that the experience of the past winter would seem to suggest the expediency of terms not exceeding two months,—about the time that the mass of evening scholars will continue,—and that while one winter term of this length is as much as will be responded to, in other localities, in Florence, where more interest is felt, an additional term in the fall of the year would be wise.

Drawing.—The appropriation (\$300) for drawing has been used the present year variously. As it was not limited to industrial drawing, it seemed proper to devote a moiety of it to the improvement of free-hand drawing in our day-schools. Hence, a half-hour each week in each of twelve Grammar Schools has been spent by the drawing teacher in assisting the regular teacher to instruct in this branch, which has been “marked” the past year, and made a part of the standing of the pupil, the same as music, writing, etc. The day teachers testify that the exercise of drawing has received a new impulse. One hour every week has been given to two classes in geometrical drawing in the High School. To the intent of securing more interest in freehand in all the day schools, our lady teachers, and any other ladies, have been invited to avail themselves of a freehand pupilage, one evening each week; while young men and lads, constituting two grades, to the number of forty, have had, each grade, one evening a week, with instrumental training. Thus some sixty evening scholars have had the liberal benefit of the provision, beside some four hundred day pupils, who have shared in the same not inconsiderably.

Holidays.—There is no question that holidays are an evil in term time, and we ought to escape them all we can. It were greatly to be desired, with one holiday every week, that another should never occur in school sessions. It rarely fails to put a school back a week. I do not advocate great tension. Do not let us impose too much work upon our children. Let us extend their vacations as long as is needful, and have no more weeks of schooling than is best for their health and their happiest physical development. Begrudge them not abundant holiday time. But the precious weeks of school work,—let these be as unbroken as possible. A single break is objectionable. I would there were none. If inevitable, it must be borne; only let the ship be steered clear of these breakers so far as possible. The earnest teacher, who cares as much for his pupils as his wages, deprecates every such interruption, and only endures it. Everything in its place.

Add a week or two of holidays, if you will; but none in term time, save such as we cannot avoid. There is certainly one legal holiday which it is absurd to set apart for schools, and should be repealed; I mean the twenty-second of February; the very time that teachers need their scholars assembled, that there may be opportunity to rehearse the excellences and the deeds of the great and good Washington. What valuable impression is made upon the minds of our youth by the present custom of commemoration? Were the Father of his Country to address each rising generation, he would surely say, "My name and memory will be most honored by a diligent devotion to duty." Furthermore, it comes at a most unseasonable date for our schools,—the last week of the term to some twenty of them, and toward the close of all. Numbers of our teachers have expressed to me the wish that it were abolished. Others have asked permission to make up lost time on that day, and have done so. It is a legal holiday. It need not be, for that, a literary holiday. Once, since it was thus adopted by this Board, it has been abrogated, but again resumed. I recommend its discontinuance.

Free Text-books.—Another great help to the schools, and one which will certainly some time be rendered in all our towns, is that of text-books supplied at the public expense. I should once have thought differently, at least on the score of economy; but the working of the plan elsewhere, and the evident arguments in its favor, have changed my views. Let me recite some of the reasons given where it has been tried; *e. g.*, Bath and Lewiston, Maine. In Bath they have had five years' experience. It is there pronounced "the best and cheapest method," and is commended to small towns as well as large. In Lewiston, the superintendent enumerates the following advantages, thus condensed:—

1. Books are ready at the proper time, and no day is lost.
2. There are no odious distinctions; no scholar's pride wounded by bearing in his book the label, "Town Property."
3. It secures uniformity.
4. It favors variety where it is desirable, without increased cost or inconvenience.
5. Books can be used up.
6. Books are more entirely under the control of the teacher, as they should be.
7. They are more carefully kept; not only parents and children, but school officers and teachers, being interested in their preservation.
8. There is less embarrassment in promoting pupils from grade to grade. Sometimes scholars cannot afford to be promoted. Sometimes they are promoted on trial, buy a book, yet have to go back, or are not put back, as they need to be, because they have bought a book.

9. It results in an increased attendance ; from five to ten per cent.

10. The first cost is from a third to one-half less than when individuals buy their own books.

11. The plan proves popular, not least with the wealthy.

12. It seems justifiable on general principles, as much as the procuring of other supplies,—maps, slates, crayons, etc.

I submit that these are strong arguments, and when it is defended for economy's sake, it would seem that it must commend itself to most. It is now a question of great perplexity, who, by reason of poverty, shall have their books supplied. It is seldom and almost impossible for any such expense to be introduced into the person's tax-bill, and the town therefore has all such books to pay for, as required by law. A man says he is "unable to get books for his children"; but there is always some neighbor who finds fault, declaring that he "ought to get his own books." It makes, in short, a fuss. We should be rid of this and other difficulties. I think of but two or three objections :

1. It would make the superintendent more work. But it could be done.

2. Many like to own their own books, and keep them. Those that are able, and desire to, could ; or buy reference and collateral books, for which there would be plenty of opportunity. Books on the same subject, by different authors, are very useful.

3. The immediate increase in the tax. But this would be nothing frightful after all. Perhaps \$2,000 the first year, and half that subsequently. It must cost the town now, annually, at least \$3,000 to obtain school-books.

By Act approved in 1873, "Any town may authorize the school committee to purchase text-books for use in the Public Schools." It has already been done in a few towns in Massachusetts, with favorable results. I but subjoin testimony from one—Fall River.

OFFICE OF SUPT. OF PUBLIC SCHOOLS, FALL RIVER, Feb. 24, 1875.

MR. H. L. EDWARDS, *Superintendent of Schools, Northampton.*

DEAR SIR:—The system of furnishing free text-books to our schools works admirably. There is no opposition to it whatever. I cannot say how much it has increased the attendance, but I am confident its tendencies are in that direction. It is some work to the superintendent, but not so much as might at first be supposed. The books are better cared for than if they were owned by the pupils. We buy at forty per cent. discount from the retail price. The plan is very popular.

Yours, very truly,

WM. CORNELL, Jr.

Superintendent.—HENRY L. EDWARDS.

PLAINFIELD.

We believe that the schools have been more than ordinarily successful the past year. The various registers show a large average attendance. We are happy to state that, according to the last report of the Board of Education, Plainfield ranks the fifth town in the State in this respect. Still we think there is "room for improvement." Children are too often detained at home for trivial causes, which we consider a great wrong. By being absent, they fall behind their classes, become discouraged, and lose all interest in their studies. A scholar who attends school only two or three days in a week, we had almost said might as well not attend school at all. At best it can be of little use to him.

Fears have been expressed by some, that the new school-rooms and furniture would soon be marred and defaced by the scholars, as the old ones were. In reference to this we would say, that no marks are to be found on the walls or furniture of the school-room last repaired, except those caused by ordinary wear. In illustration of this point, let us suppose two school-houses, one in good repair, and well furnished with modern improvements; the other destitute of paint, the door without a latch, the windows rickety, the plastering falling, the benches uncomfortable, and the whole innocent of the least suspicion of ornament, if we except the crude drawings made by the scholars on the walls and benches, and the initials and autographs of those belonging to a former generation. With what different feelings does the scholar enter these two buildings! The former he regards with satisfaction; the latter with just contempt. If a boy sees a stone near the top of a hill, and just ready to start, he can hardly resist the temptation to give it a jog. So with the school-house which is in a bad condition, and falling to pieces; the boy can hardly be blamed if he desires to assist a little in the process of decay.

School Committee.—C. N DYER, S. W. CLARK.

PRESCOTT.

One great defect, in fact the greatest, in the school instruction of the town, is, to my mind, a want of thoroughness. For one, I do not look upon all change as improvement, nor do I regard the past in all things better than the present; and yet, under the feeling that pervades many minds at the present time, it is impossible to have that thoroughness that is desirable. An error with both parents and teachers is an effort to carry children beyond their capacities; to engage their minds in the abstruse sciences before they are in that state of mental devel-

opment that will enable them in any way to comprehend them. The tendency of the times is to do everything on a large scale and by a kind of hot-bed process, which serves to give a kind of mushroom growth instead of solidity.

It is worse than folly to set a child at study in any branch that requires the closest thought and the most rigid analysis, before the mind has received years and breadth sufficient to go outside the seeing and observing faculties. An expectation that a child will make much progress toward correct reading, through the use of such lessons as require the spelling out of one-half or one-fourth the words, will be disappointed, as it can scarcely be expected to understand such lessons, and so must fail to give anything like correct expression. The motto here, as everywhere, should be to do everything thoroughly; nothing at the halves. A few branches, thoroughly mastered, are of much more practical value than a smattering of a large number.

For the Committee.—ALSON SCOTT.

WARE.

We have an excellent corps of teachers, and yet we should be glad to see a higher standard of scholarship and general culture on the part of those who from time to time offer themselves as teachers. It is a serious mistake to suppose that teachers only need a fair knowledge of the particular studies in which they are to give instruction. A teacher of a Primary School is better fitted for her work, other things being equal, in proportion to her acquirements. There is no branch of knowledge from which she cannot draw thoughts and illustrations that will be of use to her in the training of the youngest children. Especially are a correct use of language and cultivated manners of the highest importance, since young children learn more by imitating their elders than from books. But the higher standard desirable can only be secured by a more just appreciation of the teacher's calling on the part of the public generally, by adequate compensation, and especially by compensation determined by merit rather than by the grade of the school taught. It is a question, too, worthy of consideration, whether there would not be a gain, upon the whole, if there were boards of state or county examiners who should determine the fitness of candidates for teaching, and their relative rank in that profession. This is a feature in the school system of many States whose schools rival, if they do not excel, those of New England. This Commonwealth, the parent of the Common School system, should not allow her glory to be eclipsed by her children of other States.

School Committee.—A. E. P. PERKINS, *Chairman*; C. S. ROBINSON, *Secretary*.

WILLIAMSBURG.

This town, as we believe, has come to a kind of crisis in its history. Up to the time of the recent great calamity we had been gaining in wealth and population. We could have all the advantages usually possessed by towns of the same size, at a low rate of taxation. Now, if we have them, we must individually pay a somewhat higher price. Our taxable property has been materially reduced. Many of our mills were demolished, and for a time our prospects as a manufacturing community were much in doubt. Now those prospects have brightened, and in some of our manufactories business will soon be done on a larger scale than ever before. At this point, then, there should be no weakening in our schools. They should be just as good as the most assiduous care can make them. They should be a source of attraction to all those who desire to make this town their home. The standard should be kept fully up to what it has been in the past. When a Mississippi steamer, in the best channel that the pilot can find, touches lightly on a sand-bar, they put on all steam, and usually in a little while they are in good water.

Looking into the future, there is no occasion for discouragement. This is no decaying town, which has already seen its best days. There are scholars in abundance, with active minds, and if their powers are only properly developed, some of them, by and by, will be sure to do us honor. We are not yet too poor to provide the means for sustaining first-class schools. With the aid of our funds, notwithstanding all our losses, we can still go on. We need to do it in self-preservation. It is a fact that can be vouched for, that less than one-fifth of one per cent. of the crime committed in this country is committed by those who are educated. On the other hand, at least eighty per cent. of all the crime committed in New England, is committed by those who have little or no education. Crime costs the community more than do the schools, and ignorance is not only the mother of vice, but also of pauperism and vagrancy, so that a wise economy demands of us, for all the young, the best education that can be furnished.

School Committee.—JAS. P. KIMBALL, AARON R. MORSE, EMILY C. THOMPSON.

WORTHINGTON.

We deem it our duty to state that, in our opinion, the examining committee should hire the teachers, although it might not prove beneficial with so large a majority of the town against us. Only in this way can those teachers that have been tried and found wanting in those peculiar qualifications necessary for success be displaced, and better and more permanent teachers be secured for the whole town.

The old system of "boarding around" should also be discarded. Our schools have become so small, that, under this system, some families have to board the teacher more than half the term. The principle of our school laws is, that property shall pay the tax; but under this system the tax often falls upon those the least able to bear it. But perhaps the greater evil is the tax upon the physical system of the teacher.

Your committee are of the opinion that the amount paid our teachers is greater than the value received; in other words, you pay your teachers more than you should. When you pay five dollars and board, per week, for teaching from three to ten scholars five days in a week, we think you are managing the business of the town far differently from what you would your own. Neither do we think that its effect is to secure better teachers, but rather the contrary, inducing persons to engage in teaching merely because they can secure greater compensation than in any other calling. In this connection, we would call the attention of the town to the fact that we have eleven districts, and only one hundred and sixty scholars. Is there not some way that some of these districts may be dispensed with, and thus lessen our expenses, or increase the length of our schools?

School Committee.—ETHAN CLARK, C. R. STARKWEATHER, C. M. PARSONS.

MIDDLESEX COUNTY.

ACTON.

Importance of every Term of School to Scholars.—One very serious obstacle in the way of the satisfactory progress of many of our scholars is the fact that they are uniformly absent from school one term or more every year. The usual excuse for the absence of these scholars is the supposed need of their work at home. In some cases it is no doubt the fact, that there is an apparent need of the sacrifice of a higher for a lower advantage; but we believe it to be usually the case, that if the parents duly appreciated the importance of a thorough education, as the best inheritance which they can bestow upon their children,—if they realized the need of this as their children will realize it in coming years,—we feel very sure that they would so arrange it that their children should not be detained from school, by work, a term or a day. A child of twelve or fourteen years of age can do but little manual labor, consistently with his health and the development of a strong constitution, while he can gain as much real advantage from study at

that time as at the age of eighteen ; hence it is very poor economy to keep scholars of such an age from school.

It is very difficult to find good male teachers that are willing to take charge of our Common Schools. Permanent situations are open to such teachers in a higher grade of schools. The male teachers who usually apply for our schools are students in search of a little experience in teaching, and a little money for the further prosecution of their studies, and more frequently than otherwise secure both at the expense of their scholars.

It is very important that we should be able to secure good teachers several consecutive terms, but, if we get into the way of employing male teachers in the winter, it will be very sure to result in a change of teachers in these schools twice in a year, and the best teachers will seek situations where they can hope for steady employment, so that, as it seems to us, the good of the schools will be imperilled throughout the year.

As to the management of unruly scholars, we believe that a female teacher, experienced in the control of scholars, will succeed far better than a male teacher without any such experience ; the former teacher may or may not have as much physical strength as the latter ; that, as we look upon it, makes little difference. The brute force as the principal factor in the government of schools is out of date. It is now generally understood that the same forces should control scholars in school which will control them in society ; viz., a due regard for rightful authority and the dignity of law, as such, and, when advanced scholars cannot be controlled by these means, it seems to us that they ought to be turned over to their parents for punishment, or dismissed from school.

School Committee.—HARRIS COWDREY, *Chairman* ; ELBRIDGE J. ROBBINS, *Clerk* ; JAMES TUTTLE, GEORGE HARRIS, JOSEPH NOYES, JOHN FLETCHER, 2d. *Superintendent.*—F. P. WOOD.

ARLINGTON.

It may be remembered that, five years since, the committee suggested in their report, the great value which would accrue to the High School by the possession of engravings illustrative of history, science and art, and other adjuncts to study, and expressed the hope that these might be secured by private gift. The response to this suggestion has been made most munificently in the will of Nathan Pratt, Esq. The two following bequests are contained in his will, and the amounts now come into the treasury of the town:—

“I give and bequeath to the town of Arlington the sum of ten thousand dollars, the income of which shall be expended for the increase and maintenance

of a public library in said town. The said principal sum may at any time be expended towards the erection of a suitable library building in said town."

"I give and bequeath to the said town of Arlington the further sum of ten thousand dollars, the same to be invested and allowed to accumulate until such time as the said town shall have erected a new building for its High School. At such time, the increase of said sum by accumulation, and a portion of the principal not exceeding two thousand dollars, shall be expended in the purchase of engravings, books of engravings, illustrative of science, art, history and biography, books of reference, philosophical apparatus, all for the use and benefit of the pupils of said school, and to be placed and kept in a suitable apartment in the High School building. The unexpended portion of said principal sum shall remain invested, and the income thereof be expended for the purposes above named and expressed, and also in procuring special instruction to the pupils of said school by lectures. Said sum and income shall be expended in the manner foregoing under the direction of the school committee of said town."

For the Sub-Committee.—WILLIAM E. PARMENTER.

AYER.

During the past year we have completed the introduction of the system of freehand drawing, so that all above the second class in the Primary Schools are following a regular course in this branch. Specimens of this art are placed upon blackboards, for inspection at the examinations, and it is surprising to see what some of these little ones can do with the unaided hand.

A good advancement has been made this year in the schools, and some individuals have shown remarkable aptitude and skill. We hope, as drawing has become an established study, that it will receive more attention, and that more time will be given to it; this can be done without encroaching upon the time for other studies. We wish, also, to have it receive the unqualified support of the parents, encouragement from whom is so essential to the proper training and progress of their children at school.

School Committee.—E. DANA BANCROFT, B. H. HARTWELL, GEO. H. ALLEN.

BELMONT.

Drawing.—The lessons in drawing, which were commenced in the winter term of 1873-4, have been continued during the year, by the appointment of a special teacher to visit each school one hour each week, and, besides giving lessons to the scholars, to give instruction to the teachers, sufficient to enable them to give one lesson in addition, making two lessons each week,—one by the drawing teacher, and one by the school teacher. We are glad to see that an increased interest is manifested in this art by the scholars in our schools. In the Primary Schools, the exercise is confined mostly to the slate and blackboard; in

those of higher grade, Bartholomew's drawing-books have been introduced, and we have noticed, upon examination, that great improvement has been made in almost every instance, and, in some, decided talent has been developed; while with a few, who, having eyes, see not, the result is what might be expected.

School Committee.—DANIEL F. LEARNED, WINTHROP L. CHENERY, HENRY RICHARDSON, SOLYMUS W. GRANT, LUTHER W. HOUGH, WM. W. MEAD.

BILLERICA.

Failures of success in school, when bearing mostly on matters touching conduct,—as failures largely do,—are traceable, in nine cases out of ten, to causes antecedent to the pupil's connection with the school, and operating outside of it. The reluctance to believe their own children at fault which naturally attaches to parents; the bias towards their children's side, in any difference between them and the teacher; and the always unwise practice of letting the child know it, if the teacher is in disfavor at home,—these are among the causes of a want of success in schools, the most potent of any which have to be met. Where these causes do not exist, and the influence over the pupils outside of the school-room is helpful, all the other causes of a want of success are reduced to their smallest amount of harm, and are most easily remedied.

School Committee.—C. C. HUSSEY, *Chairman*; G. P. ELLIOTT, SAMUEL KING.

CAMBRIDGE.

Truant Officers.—The summary of the reports of the truant officers shows that during the year past they have received 6,556 complaints; that in 3,440 instances excuses have been rendered by parents. It has been found that 2,029 of the instances of absence were occasioned by illness, and 401 of them by destitution: 86 of the pupils who were absent for the last-named reason have been furnished with clothing; and 156 pupils have been brought into the schools through the efforts of the officers. It is also gathered from these reports, that 1,104 complaints for disobedience have been made to the officers; that there have been 483 cases of truants' first offence, 143 cases of the second offence, and 64 cases of the third offence; that there have been 44 habitual truants upon probation, and that 30 have been sentenced. It may be added, that, although some of these totals are sufficiently large, they do not represent the amount of work. In addition to their many visits to the homes of the pupils, the officers have attended the Evening Schools, and during the vacation they visited the manufacturing establishments where children are employed. In their report upon this

subject, they say : " We find a marked improvement since our last visit. The proprietors and the foremen express a willingness to comply with the requirements of the law."

Upon petition of the school committee of this city to the general court, the power of the truant officers was increased, so that they could perform all duties relating to the subject-matter under their charge. It is safe to say that a large share of the increased attendance upon the schools is due to their faithfulness and efficiency.

School Committee.—ISAAC BRADFORD, *Chairman ex officio* ; EDWIN B. HALE, ANDREW P. PEABODY, ALEXANDER MCKENZIE, EDWARD R. COGSWELL, WILLIAM S. KARR, HENRY HINCKLEY, ALBERT L. NORRIS, SAMUEL W. MCDANIEL, GEORGE A. COBURN, JAMES A. DOW, GEORGE E. MCNEILL, GEORGE R. LEAVITT, PHILIP R. AMMIDON, WILLIAM S. APSEY, JABEZ A. SAWYER.

CHELMSFORD.

Withdrawal of Scholars.—It was a great aggravation of the evils resulting from the above-named imperfections that parents in those districts should so far distrust the management of the schools as to withdraw their children from them, or allow them to stay at home, because the children disliked some act or method of their teacher. There are better ways than this to signify dissatisfaction with a teacher. And there is a better way to deal with their children. These better ways are to address a petition to the committee, asking for a change of teacher, and to keep the children steadily at school till the change takes place ; but under no circumstances let them be absent on examination day, except for sickness. By a departure from these simple directions, I can see no way to prevent truancy and ignorance, the natural germs of poverty and crime.

Superintendent.—H. B. MARSHALL.

DRACUT.

The employment and payment of teachers by the prudential committee have been conducted in a somewhat loose manner, in some cases, the past, as in previous years. Teachers have been permitted to commence the duties of a term before receiving their certificates from the general committee, which is a source of much annoyance in cases in which they are rejected by the general committee for incompetency, when the granting of a certificate has been considered. In some cases the prudential committees have also allowed school to be in session several weeks without knowledge of the committee, who have been deprived thereby of such opportunity as was desirable to visit, judge of, and report the progress made in the schools. In future it is

our determination that no school shall commence until the teacher's certificate has been duly issued and received.

School Committee.—E. A. STEVENS, GEORGE TAYLOR, JOHN AMES.

NOTE.—It is no part of the business of prudential committees, but *wholly that of the superintending committee*, to determine the days for opening and closing the schools.

FRAMINGHAM.

Drawing.—This has become a prominent and important branch of education in the cities, and in all the large towns of the State. Massachusetts has taken the lead, and has given an impetus to the work, which is felt in every State in the Union. The day of discussion among our best educators, as to what should be done, and how it should be done, seems to have passed. We have only to proceed and carry out the work. Drawing in Massachusetts is reduced to a regular system, in all the schools, from the lowest to the highest grades. I do not wish to repeat them here, but I feel more forcibly than ever the truth of the remarks I made upon drawing in my report one year ago. I have given considerable attention to the subject, and have taken the advice of competent persons. The Act of 1870 contemplates drawing in all the Public Schools. Without some instruction and preparation in the Primary, Intermediate and mixed schools, much time, money and opportunity will be lost in the Grammar and High schools. Following the example of many cities and towns, I would advise that the teachers be requested to meet in some convenient place, and take six to twelve drawing lessons of two hours each, one lesson a week, under a competent teacher to be paid by the town; that the teachers be allowed time to take the lessons, and that the proper manuals and drawing-books be furnished them without expense;—after the first lesson, the teachers to put the same, or what may be proper, into their respective schools, presenting difficulties that may arise at the next regular lesson, and to continue the lessons in their schools, guided by the manual. The best that each teacher can do will doubtless be satisfactory to the committee. This will be a beginning in the regular systematic course.

The United States Commissioner of Education says: "Drawing is the very alphabet of art, the one essential requisite pertaining to any artistic or technical training. And if it is desirable that the children of the Public Schools shall be fitted to become, if they desire it, skilful workmen in any branch of industry, it is necessary that they be taught to draw correctly. Whoever succeeds in having all the Public School children of the country properly trained in elementary drawing, will have done more to advance the manufactures of the country, and more to make

possible the art-culture of the people, than could be accomplished by the establishment of a hundred art-museums, without this training. Just as libraries are worthless to those who cannot read, so are art-galleries to those who cannot comprehend them. Just as all literature is open to him who has learned to read, so is all art to him who has learned to draw, whose eye has been trained to see, and his fingers made facile to execute."

Normal School: Primary and Grammar Grades.—The advantages of this school, as conducted the past two years, are great, and yet but little understood by the community generally. A greater amount of thorough drill and instruction is given here than can be given in any other school of this grade, from the fact that several classes receive almost daily instruction from members of the senior class of the Normal School. These young teachers are enthusiastic, and do a good work with the classes intrusted to their charge. This instruction is given in a separate room. Under this teacher and her assistants, this school is making a most satisfactory progress. The reading is easy and natural, and all the recitations show careful training. Drawing and music are in the regular course. It is very desirable that the accommodations of this school should be enlarged, and the number of scholars increased.

Superintendent.—JAMES W. BROWN.

GROTON.

Apparatus.—In the report of last year, attention was called to the great need of school apparatus in our schools. As the tax on dogs was appropriated by the town for supplying this want, the committee have furnished all the schools, though not so fully as may perhaps be desired, with outline maps for the wall, globes, blocks and other apparatus, by which, they feel assured, the acquisition of knowledge by the scholars will be greatly increased. In fact, the good results are already apparent, in the facilities they afford to the teacher for imparting instruction; and to the scholars, of a more thorough understanding of the subjects taught.

Public Singing School.—The elegant, tasteful and perfectly proportioned music hall in the Butler School house, for the construction of which the town made provision last year, was dedicated and formally transferred to the custody of the school committee on the 22d of September last. The public singing school, under the direction of Mr. George Gardner, commenced the following week. It consisted of two classes, each class receiving twenty lessons. The whole number attending the adult class was 310; the average attendance was 270; the whole number attending the juvenile class was 250; average attendance,

155. It is estimated that, of the whole number attending both classes, 275 persons received their first instruction in vocal music. The results attained in these schools, both in their direct and incidental benefits, are eminently satisfactory. The rare capabilities of Mr. Gardner as a disciplinarian are worthy of notice. With two hundred or more children, brought together once in a week only from the different Public Schools, it must be manifest that it was a difficult task to preserve order. Nevertheless, he did, in the most agreeable manner, establish and maintain the most perfect order in his classes; and the moral effect of such government must exert an influence over the pupil in other capacities. Incidentally, therefore, this school has been of great advantage in developing the quality of good behavior.

In a direct way, the improved character of the singing in our Sunday schools, the increased choirs in our several churches, the interpretations of the concert-room,—all attest to the immediate benefits of these schools; while in one, if not more, of the other Public Schools, singing has been regularly sustained under the direction of one of the youngest pupils.

The first half of the term in each class was devoted to teaching the elementary principles of music, by the aid of simple methods and illustrations, thus bringing them within the comprehension of the youngest learner, and laying a sound foundation for the work of the latter half of the term, in which the most thorough and complete practice of the art was pursued, developing an ability to execute intelligently and accurately a high order of music. If the town will continue this system of teaching music, benefits will accrue in a continually increasing ratio; but it should be distinctly understood that by music is here meant, not the mere ability to sing or play, but a comprehensive study of the principles and practice of the art, which can be best taught to the child.

School Committee.—CHARLES JACOBS, CLARISSA BUTLER, MARY T. SHUMWAY, JOHN E. HILLS, HENRY ROBBINS.

HOLLISTON.

A larger number of scholars than usual have been furnished with orders to secure school-books. This has been owing to the continued prostration in business. Many parents have been unable to purchase books for their children, consequently have applied for help. That this arm of power has been wisely used, it is hoped that the detailed account, which the bill for school-books contains, now in the possession of the selectmen, will satisfactorily show.

As a measure of economy, it is recommended that the town provide free text-books for the use of pupils in school. A law authorizing the

cities and towns of the Commonwealth to adopt this measure, has recently been passed by the legislature. Where it has been tried, it has been found to work satisfactorily. The report of the town of Newton for 1873 says: "At first thought, it seems like a great expense, and one which the authorities might hesitate to assume; but upon a careful examination of the subject, it is found to be by far the most economical arrangement, taking from the town only about one-fourth as much money as the present plan."

Superintendent.—R. G. JOHNSON.

HUDSON.

For the purpose of perfecting, as far as possible, our educational system, and of securing the most effectual working of the established course of study, as well as to maintain the necessary discipline and government, it has been found indispensable to spend an unusual amount of time outside the common routine of school visiting and examination, upon duties of a more general but no less important nature than that routine involves. The general adoption of a definite plan of study, and the employment of old and experienced teachers,—for the most part teachers whose past success has won for them the confidence of the committee,—have served to obviate the necessity of spending as much time in the way indicated as would otherwise have been required. Moreover, the holding of monthly teachers' meetings has kept us thoroughly advised in regard to the condition and wants of the schools of every class and grade. So that, while employed much more than formerly outside the school-room, and while seeking to restrict within due limits the expense of the committee, the especial demands of the several schools have been as fully met as ever before, while their general efficiency and usefulness have been essentially augmented.

And it seems but proper that we speak of one event in the history of our schools the past year, of marked significance, and worthy of special mention by us. We refer to the first graduation of a class from the Hudson High School, the appropriate public exercises of which were held at the town hall, in the presence of a large audience, on the evening of Friday, the 20th of November last. In that event, so creditable to those more immediately concerned in it, and so much enjoyed by the large numbers present, we saw the consummation of our many years' study, toil and care, and were made glad by the sight. It was the accomplishment of what we had been aiming at and striving for from the beginning, and showed what the schools of Hudson, under the methods inaugurated in part and pursued by us, are capable of effecting for those who studiously and perseveringly improve the priv-

ileges which they offer to those who may avail themselves of them. It is to be hoped and believed that the occasion, and the fortunate circumstances attending it, served to awaken a new interest among our people in the work of our schools, to heighten the prevailing estimate of the efficiency and value of our means of public instruction, and to mark an important epoch in our midst in the progress of the cause of popular education.

School Committee.—WM. S. HEYWOOD, J. L. HARRIMAN.

LEXINGTON.

We frequently hear the statement made, even by intelligent persons, that the teacher has an easy time, working only five or six hours per day, and receiving double the pay, perhaps, of other good men and women who work ten; and we confess to a feeling of indignation as often as we hear such statement. No person who has not given attention to the matter can comprehend the wear and tear of the school-room, the anxiety and care which the teacher feels for his pupils, and the complete exhaustion of both mind and body at the close of the day. The bodily fatigue of the day-laborer is nothing in comparison with it, and when his ten hours are over he is relieved from care, and can obtain that refreshment which his system demands. The teacher is never free from care; the five hours in the school-room are only a part of the time devoted to the work. We have in mind teachers in our own town who devote their whole time to their schools, whose labors are not limited to five, ten, or even fifteen hours, but who, day after day, continue their labors, even late at night, in preparing themselves for the school-room.

The work of the teacher is not merely to keep school. Let the teacher be thoroughly equal to his position, and the school will keep itself. It is not merely in requiring long lists of words and names of places to be memorized, or rules learned, or in asking questions laid down in the text-books, and requiring the corresponding answers. The great work is rather to build up, draw out, educate the minds of the pupils, to teach them to think and discover for themselves. He can mould their mental nature almost as he will; and to this end preparation for every exercise is necessary. This is especially important in the Primary Schools; and it is especially difficult to make teachers of these grades understand the necessity of such preparation. The teacher of the Primary School needs special preparation in manners, of mind, and of heart. She must be prepared for every day's work, know what she is about to teach, and how she should teach it, be accurate in her language and in her instruction, ever on the alert to keep active minds interested, and busy hands and eyes employed.

In February last we assembled our scholars in the town hall to give our people some idea of our work and methods of instruction in music. And at the same time we exhibited designs and books from the various schools, to show that we had made a beginning in the study of drawing, and to stimulate our scholars and teachers to greater effort. That exhibition was largely attended, and it is not necessary for us to comment on its success. We deem it a wise plan to bring our scholars together in this manner every year, and until recently had intended to do so in February of this year, but for reasons of convenience to the pupils and parents, and to us in arranging the drawings, have postponed the exhibition to June next. At that time we hope to give our people a better entertainment in music, and a more satisfactory exhibition in drawing. Already the High School shows some fine work, and the Adams Grammar School has made creditable advancement in the direction of original designs.

School Committee.—A. E. SCOTT, CHARLES TIDD, CHARLES A. WELLINGTON.

LINCOLN.

High School.—We are happy to record a year of earnest and judicious effort on the part of the teacher, and faithful study and exemplary deportment on the part of the pupils. As heretofore, the large number of studies has taxed the ingenuity of the teacher, to make such division of her time that no class should suffer for lack of attention. Miss Lougee has made, very wisely, certain studies to some extent specialties in particular terms; *e. g.*, book-keeping, mathematics and elocution in the winter term, when the school has its largest attendance of boys and young men; and French, botany, history, etc., in the summer term, when the attendance of young ladies is relatively larger. If in any term a study has received little attention, or has been temporarily suspended, it has been on the ground of relative adjustment of the studies.

School Committee.—HENRY J. RICHARDSON, WILLIAM MACKINTOSH.

LITTLETON.

At the commencement of the year the committee voted not to allow Latin to be taught in the schools. They did this, feeling it had taken much time which ought to have been given to those studies which are essential as a foundation in every education. In doing so, they felt they were choosing the least of two evils. Yet they did not forget that we cannot afford to remain many years without a school where a knowledge of higher English studies, and at least the rudiments of the

languages may be attained by all our scholars. A town without such a school affords poor inducements, for those who have children to educate, to seek it as their home, or others to remain in it. The establishment of such a school, with a building suitable to carry out its purposes, can only be with us a question of time.

Superintendent.—JOSEPH A. PRIEST.

LOWELL.

There is, it must be admitted, a suspicion that the "single purpose" may be the preparation of a larger class for the High School. For many years a school has been judged good or bad according to its success in this direction, and it is no easy matter to substitute another standard. Parents are so eager to have their children advanced, that the teacher, against his convictions of duty, is often obliged to succumb to their importunities, and after a time he becomes more eager in the race than parents or scholars. With the Prussian authorities, "the total cultivation of the scholar is the great matter," and, therefore, they prescribe a course of study, and methods of teaching such, "that the pupil may be thoroughly formed, instead of being bewildered and oppressed by a mass of information hastily heaped together." That great evil results from "cramming" for the examination of candidates for admission to the High School, has been long admitted; and that not only no evil would result from careful training, even from the earliest period of school life to its close, but that the highest possible good would result to the subject of it and to the community, cannot be gainsaid.

In several of the cities of the State, special examinations for admission to the High School have been done away with, and the records of standing in the Grammar Schools have been substituted for them. I think well of the plan, and hope that the first step towards such a measure may be the putting in force, in July, of the rule requiring diplomas of graduation to be awarded to those pupils of the graduating class of each Grammar School who have, in the opinion of the sub-committee and master, properly completed the prescribed course of study, and whose deportment during the year has been satisfactory.

Attendance.—The per cent. of attendance in the schools is about the same as last year. The increase in the number of scholars attending is owing largely to accessions from that part of Dracut this year annexed to Lowell. The schools in Centralville numbered one hundred more scholars during the term ending December 24, than during the corresponding term last year, and an attendance of ninety-four more. The Bartlett School numbered about forty more. The increase of

territory has added greatly to the labors of the truant officers, but I take pleasure in testifying to their efficiency. The following is a synopsis of their doings for the year:—

“The whole number of cases investigated and recorded by us was 1,552. Of these, 1,338 were absentees; 151, truants; 47, new scholars; and 17, charged with misdemeanors. Of those set down as absentees, 154 were found to be illegally employed in the different manufacturing establishments in the city, some being under ten years of age, and others not having attended school long enough to entitle them to legal certificates. In most cases a notice to the parents was sufficient to return them to school; but in some cases we have had to notify their employers, which in all cases has resulted in their discharge. Of those set down as truants, 40 were arrested and carried before the court, of whom 29 were sentenced to the city Reform School for terms varying from three months to two years, and 11 were bailed by their friends and returned to school.

“Those termed new scholars were children who never attended any school in this city. The misdemeanors consisted of insulting persons on the street, abusing their school-mates, pilfering small articles about the school-rooms, and annoying teachers and scholars in various ways. Seventy-six of the whole number reported were visited the second time, and 28 the third time. All the foregoing cases have been carefully recorded, with the date of the visit, the name of the scholar called upon, the name of the parent or guardian having the care of each child, the residence, name of the teacher whose school the child attended, with an index to the whole, so that any name can be easily found, and the necessary remarks concerning each case.”

Five Evening Schools were opened last year, commencing Nov. 6, 1873, and continued sixty-two evenings, ending March 3, 1874.

The attendance upon these schools has been surprisingly large, with the same diversity in ages, condition of life and character as was noticeable the previous year. Various influences doubtless conspire to bring them together,—some hoping that such schooling may be an equivalent for the three months required by law to enable them to obtain employment in the mills; some, it may be, attended as a pastime; and some, possibly, because they find a more comfortable room and more pleasant surroundings than at home; but we think the larger portion come for instruction, and a wise discrimination is constantly required in the committee and teachers, that they may properly mete out encouragement and discipline to accomplish the best ends.

It has been quite noticeable that, as a whole, there has been a decided improvement in these schools since their establishment, both in regard to the order maintained and the progress made in studies.

These schools were established principally for the benefit of those adults who, from lack of early advantages, had not the rudiments of a common education, and who were debarred by their age or condition from the privileges of the day schools; but we find in their practical

workings that a large proportion of those who attend are under sixteen years of age, and about twenty per cent. are over eighteen years of age. By the rules of the school board, persons of fourteen years and upward are entitled to the privileges of these schools; and as attendance upon the day schools is not made compulsory upon children over fifteen years, and as the practice is so general among parents, either from necessity or cupidity, of taking their children from school altogether, and keeping them at work, as soon as they arrive at the age of fifteen, when they may do so with impunity, it seems important that such provisions should be made for the youths in these schools. Nevertheless, it has occurred to your committee that possibly the rules might, wisely, be so amended that youths should not be admitted under the age of fifteen, as the large proportion of younger scholars doubtless had an influence in repelling, in some degree, those of mature years. This difficulty, however, may be obviated, and the desired end be obtained, by a judicious grading of the schools, which we think ought and can readily be done, whenever, generally, more suitable accommodations shall be provided for them. Such improved accommodations would greatly promote the maintenance of more perfect order, and increase the efficiency of the schools. We hope at no distant day to witness such improvements. These schools are yet in their infancy, and many improvements will doubtless be made to increase their efficiency. Much time has been given by the respective sub-committees,—more perhaps than the board have a right to expect; but your committee have been desirous that the highest success might be attained, and have earnestly labored for it.

Committee on Evening Schools.—C. H. LATHAM, WM. G. WARD, J. G. PEABODY.

Drawing Schools.—The Evening Drawing Schools commenced November 10, 1873, and closed March 31, 1874, the freehand department being under the charge of Mr. Harrison, and the instrumental under the general charge of Mr. Whitaker. The classes in freehand drawing were quite small. The amount and character of the work done, however, was superior to that of the preceding year. The classes have at no time been able to do much for want of copies and models. This fall the want has been partially supplied, and two assistants, Miss Helen M. Wright and Miss Isabella Coburn, have been employed to give instruction—the former in the coloring, the latter in shades and shadows. The classes are larger than last winter, and take much interest in their work. The beginners are going through a course of geometrical problems, and the usual elementary work. The advanced classes have taken up a course of historical ornament, and floral forms as applied to ornament. The number of instrumental drawing classes

was five; the names of which, number of members belonging, with the number of lessons and the class of subjects of instruction, are shown in the following table:—

NAME OF CLASS.	No. of Members.	No. of Lessons.	Class of Subjects of Instruction.
Beginners' Machine,	55	25	Elements of Machine Construction.
Beginners' Architectural,	65	36	Elements of Classic Architecture as ordinarily applied at the present day.
Advanced Machine,	33	27	The Swain Turbine.
Advanced Architectural,	17	27	Elevated plans and details of Building Construction.
Shades and Shadows,	40	34	The principles of the projections of shadows: the intensities of shades and the imitation of the effects of light and shade by means of crayon.

All of these classes received nightly instruction in such problems of trigonometry, plane and descriptive geometry, such principles of applied mechanics, machine construction, cinematics, strength of materials, architectural design and building construction, the intensities of shades and the projection of shadows, as would aid the student in forming a clear and rational view of each step in every drawing exercise. Under the system of instruction adopted, a very large number of drawings were correctly and intelligently finished. No attempt was made in either of the beginners' classes to have the drawings skilfully executed. It was thought better that they should learn to make working drawings after the style usually adopted by draughtsmen. If a drawing was complete, correct, and intelligently executed, nothing further was required.

The advanced architectural class was directly under the charge of Mr. William R. Ware, of Cambridge, then an assistant to the professor of architecture at the Massachusetts Institute of Technology. Many of the drawings made in this class were very skilfully executed. The subjects were practical and well selected. The system of instruction was excellent for classes of its kind, and the class was every way a success.

The class in shades and shadows was under the charge of Mr. J. H. Guild, a crayon-portrait artist. To him is due all credit for instruction in applying the color in the crayon work done.

Mr. Whitaker says that he knows of more than twenty-five persons,

once members of the instrumental drawing classes, who are now employed in more or less important positions as draughtsmen. The number of persons who have become contractors, builders, overseers or foremen, since joining the school, is large.

A very large and very successful exhibition of drawings, by scholars in the Public Schools and in the Evening Drawing Schools, was held in Huntington Hall, in June last. The hall was completely occupied with the forms to which the drawings were attached, and presented a unique and attractive display.

Superintendent.—CHARLES MORRILL.

MALDEN.

It may be said in a general way, however, that the Board are impressed with the importance of great and unremitting attention to the thorough mastery of the rudimental branches which are the foundation of an educational course. Reading, spelling, arithmetic, grammar, penmanship, should never be neglected. They are the essentials of the educational structure, and the higher we attempt to raise it, the more apparent will be its weakness if they are not found at the base. And it is a grossly mistaken idea of some who seek a more ornamental culture than is supposed by them to be afforded by the Public Schools, to believe that anything is really more ornamental in education than perfection in these same simple fundamental branches.

If literary pursuits are to receive attention beyond the period of youth, exact scholastic training in early life will form correct habits of working, and will insure more systematic and satisfactory labor than is likely to succeed a superficial course of discipline in the days of childhood. There is reason, therefore, for the closest attention to the studies earliest pursued in our schools, and that nothing now in or out of the school system be permitted to seem to overshadow them in importance.

The small amount of time which can be allowed for drawing will permit little progress by the pupils without careful preparation on the part of the teacher. The only method worth practising in schools being the freehand system, it is essential that those who teach young pupils should be able to give instruction at the blackboard, chalk in hand, illustrating by example, and explaining at the same time. Ability to give a good illustration in drawing is as much needed, if the teacher would succeed in inspiring pupils with any love for the art, as in reading.

For the School Committee.—GEO. W. COPELAND, *Chairman.*

MARLBOROUGH.

Certificates for Work.—To comply with the legal conditions, the following certificate was prepared, which tells its own story. Forty-one of these certificates have been issued, and a careful record thereof kept by the chairman :—

EMPLOYMENT OF CHILDREN WITHIN THE LEGAL SCHOOL AGES.

In order to facilitate the better enforcement of the Massachusetts state laws for fostering the education of children, all people doing business in the town of Marlborough are requested, on and after September 1, 1874, not to receive into or retain in their employment any person under fifteen years of age, unless that person shall present a copy of the accompanying certificate, properly signed and certified. A prompt and cheerful compliance with the above lawful requirement,—

First. Will aid the school committee in the discharge of its duties;

Second. Will decrease the labors of the truant officers;

Third. Will preserve parents, guardians and children from many annoyances;

Fourth. Will secure employers from difficulties which otherwise might grow out of unintentional infringement of the state laws;

Fifth. Will lessen the idleness, vice and incipient rowdyism attendant upon our street life;

Sixth. Will readily promote regular education, orderly manners, and good morals in the rising generation; and

Seventh. Will save the town much trouble and expense.

Superintending School Committee of Marlborough.

JULY 20, 1874.

CERTIFICATE OF SCHOOL ATTENDANCE.—THIS PERMISSION EXPIRES , 187 .
MARLBOROUGH, MASS. , 187 .

The bearer of this Certificate , age , residing with his
on street, Marlborough, has been in orderly attendance, as a
member of School, Grade, for full days, since , 187 ,
and may therefore be legally employed until 187 .

Teacher.
Chairman.

Certified before the Committee, , 187 .

The Quarter-mill Tax.—This measure, last year discussed, is one of vast importance, and some day a legislature will pass a kindred measure to equalize the town burdens. At present there are huge disproportions. While for every thousand of her valuation, Marlborough pays \$7.78 for her schools, because her valuation is low, rich Brookline, in 1873, paid her men \$258 and her women \$65 per month, for ten full months; gave her High School principal \$2,800, and spent \$37,000 on 1,134 pupils, an average of \$36.58 per child. Why this difference? Because Brookline's valuation is over twenty-one millions. This and other sharply defined contrasts were brought clearly before the legislature in 1874, by Rev. John F. Moors of Greenfield, to

whom this committee is indebted for both facts and logic. Now, as the State orders and controls Public Schools, why should not the whole State be taxed for their average support, that, as now, the richer sections of a town pay equally for the education of the poorer, so, then, the richer sections of the State would share the cost of education with the poorer? Nahant has a population of 475, and a valuation of nearly six millions, an average of nearly \$12,000 a head. Marlborough has an average of only \$310 per head. In other words, Nahant is thirty-eight times as rich as Marlborough, and Nahant only pays forty-five cents a thousand for schools. Nearer home, Lancaster has 1,845 people, with \$2,400,000 valuation (an estimate very low), and spends \$1.93 per thousand for schools. Under a fair distribution of common responsibilities, Nahant, Brookline, Lancaster, and scores of towns where the valuation is so high and the school taxation so low, will be so taxed by the State, that Marlborough, Milford, and other places whose situation is exactly the reverse, will share their advantages.

Thus the strong ought to bear the infirmities of the weak. The sooner the rich and the poor meet together, in this practical way, "before the Lord, who is the Maker of them all," the better for old Massachusetts, from Berkshire to Suffolk. The children of each town are also the children of the whole State. The lowering of the standard in any town, lowers it for the State. If Marlborough's children are deprived of any means of education, on account of the cost, the deprivation finally affects Boston; for our children do not stay where they are born and bred. They drift into the richer cities, and eventually affect the character of those cities.

School Committee.—W. D. BURDETT, J. H. WIGGIN, J. E. CURTIS, STILLMAN B. PRATT, J. A. TREMBLAY.

MEDFORD.

The committee, recognizing the loss which the schools suffered from the lack of supervision of a continuous and active character, and after the partial or total failure of several measures designed to secure the result, upon a long and careful consideration decided to ask the town to appropriate a sufficient sum to compensate one of their number for giving so much of his time to this work as might be needed to secure a satisfactory result. The recommendation was accepted by the town, and, after two years' trial, the committee unhesitatingly attribute to this, more than to any one cause, the gratifying results above referred to. The member of the committee appointed to this work has the authority, as to management over each of the schools, that each special committee has over the school under his immediate charge. His visitatorial duties are additional to those of the special committee; and he

being a member of the board, his conclusions are tested and compared by the different members as to matters coming within their particular knowledge, while he is fully and entirely familiar with the feeling of the board as to the general policy to be pursued, and able to act entirely in harmony with it.

School Committee.—D. A. GLEASON, JAMES HEDENBERG, J. GILMAN WAITE, ALVAH N. COTTON.

NATICK.

Agreeably to the requirements of the statute relating to studies in the Common Schools, the committee introduced the study of drawing at the commencement of the winter term, and selected the Walter Smith system of freehand drawing as best adapted to the wants of our schools. Few of our teachers being proficient in this art, arrangements were made with Messrs. J. R. Osgood & Co., publishers of the drawing books, to send competent instructors to meet them and give a course of lessons in the rudiments of the art. We also arranged to furnish the schools with drawing books at introductory prices. The only charge to the town is for text-books for teachers' use. The time allotted to this exercise is two hours a week, not necessarily interfering with other studies, but serving rather, in the lower grades especially, as an agreeable recreation as well as a profitable exercise. It is too early to speak experimentally of the success of this new study; but we feel warranted in repeating the belief, often expressed on other occasions, that this will prove to be one of the most useful and pleasant branches of our Common School education. Most of our teachers united heartily with the committee in their endeavors to make drawing a success, and many of the specimens of the work shown at the recent examination were very creditable to the scholars, especially when the limited time since its introduction is considered. Our teachers in all the grades are now required to qualify themselves to teach drawing. In some of the schools the pupils have developed marked talent in drawing, and, in almost every instance, a corresponding gain in their other studies.

There can be little doubt that the coming schools will partake largely of the industrial character, and the sooner our citizens consider the subject, the better will it be for our children. Some of the finest and most useful institutions of learning in the State are Industrial Schools or Colleges; and if every county had a "Free Industrial Institution," like the Boynton School at Worcester, it would only meet the recognized want of the community. If we are to successfully compete with the manufacturers and artisans of the Old World, we must have skilled labor, and in no other way can this class be so readily increased as by Industrial Schools in every large town.

School Committee.—C. W. GLEASON, NATHAN RICE, HORATIO ALGER, FRED'K S. FISHER.

NEWTON.

Drawing in the Day Schools.—Instruction in this department of study has proceeded during the year according to the schedule published in detail in the last annual report. Although sufficient time has not elapsed since entering upon the present prescribed course to fully develop the plan on which it proceeds, yet enough has already been accomplished to fully warrant the wisdom of entering upon it, and to justify and urge a steady adherence to it until it shall have been fully expanded. The “Smith System,” so called, as taught in our schools, is not for the purpose of making artists of all the children, any more than arithmetic is studied to make them all mathematicians. This is an important point, and should be always borne in mind when objectors to this study assert that it is of no use because it is impossible to make everybody an artist,—a result which nobody anticipates, and which probably no one desires. But, nevertheless, the reasons for pursuing it remain intact, and entirely in harmony with both the spirit and theory of our school system, which is intended to serve the double purpose of training the mental faculties, and imparting useful information; and this to the end that thereby the intellectual condition of the people may be elevated, and their brain-power utilized for the common good. The selection of studies will, therefore, keep these two ends in view. It will, of course, include the common essentials; and then, since there is not time for everything, it will carefully and wisely select such other studies as will help to train and discipline any faculties which might otherwise remain uneducated, and impart useful information not otherwise obtained. Such a study is drawing. It educates certain faculties, especially the perceptive, not otherwise likely to be reached by the studies pursued in our schools; and, what seems of more importance to the great majority of our children, it imparts valuable information not otherwise obtained, and adds largely to their producing capacity. It makes them more useful in every walk in life; for there is almost no condition in which the power to draw well is not of practical value. In any store or shop or factory, the man who can draw has a power in his right hand which distinguishes him above his fellows, and which very frequently paves the way to fortune. Drawing, as taught in our schools, is intended to be a practically useful study. Its aim is not to make artists, but artisans, whose work and wares of every sort shall be better for their true relations of form and color, and more profitable on that account. A mug of homely shape will hold water as well as one of graceful outlines; but will not the latter, though of the same material and price, find a quicker market? So of calico and cloths, of coats and dresses,

of furniture and paper-hangings, of houses and grounds, of carriages and boats, of everything almost, of either use or beauty; its artistic qualities enter largely into its profitableness; and, as the people are becoming better educated artistically, the truth becomes more and more apparent. If our children would not fall behind in this busy age, they must go forth with their minds well furnished in this particular as in every other. To this end the system we are pursuing deals mainly with principles. It does not aim to teach the pupils to make pictures, but to teach them the principles on which pictures are made; and not this only, but to teach those underlying principles of beauty in form and color which must enter into any good work to which beauty has any relation. The results already attained in this department are most gratifying. A careful examination of the work done in the several classes has shown a rapidly increasing excellence in the quality and firmness of the lines, in the regularity and gracefulness of the forms, and in the variety and beauty of the original designs.

Writing.—The methods of instruction in this department have been fully set forth in former reports, by our late special teacher in writing, Mr. O. H. Bowler, and need not be further explained at this time.

Mr. Bowler's * years of service in our schools were of great value. He labored faithfully and well. He loved and thoroughly understood his work, and passed away at last in the midst of his labors, by a somewhat sudden termination of a long and painful illness. He died on the 21st of October, 1874. The schools were dismissed as a mark of respect, and to enable the teachers to attend the funeral; and, at the next regular meeting, the school board unanimously adopted the following resolutions, viz.:—

“Resolved, That in the death of Mr. O. H. Bowler, the writing-teacher of the city of Newton, the city has lost a most faithful servant, and a teacher highly successful in his special department, and the community a high-toned gentleman and useful citizen.

“Resolved, That we extend to Mrs. Bowler our sincere sympathy in this her heavy affliction.”

School Committee.—I. N. TARBOX, BRADFORD K. PEIRCE, ERASTUS BLAKESLEE, JOHN A. GOULD.

Drawing.—It is useless to decry drawing, as now taught in our schools, as unworthy of a place there, and as a waste of time and money. It is a narrow, contracted view which can look only at the past, and reason from that, that the introduction of new subjects of

* For several years previous to his permanent engagement in Newton, Mr. Bowler was employed as instructor in writing in the State Teachers' Institutes, and I desire to add my testimony to that of the committee alike to his high qualities as a man, and to his conscientious, faithful and able discharge of his duties as a teacher. His memory will be affectionately cherished by his associates in labor who survive him.—J. W.

study is unwise. It is like that "class bias" of which Herbert Spencer speaks in an article on Sociology, which makes the military man believe that English national safety depends on the maintenance of an army organization, like that in which he had been brought up and retained his rank. Akin to this is that prejudice or class bias which would shut out from the schools of to-day that which not was found in them twenty years ago.

The time now assigned to drawing in the Primary classes is three-quarters of an hour per week: in the lower two classes of the Grammar School one hour and twenty minutes per week; and in the upper four classes one hour a week. This time certainly does not seem too much to devote to a subject so important, and, if never exceeded, there would doubtless have been no complaint. The trouble, however, seems to come from an ambitious desire to accomplish too much, by which the time belonging to other matters has been trespassed upon, and children, eager to work out elaborate designs, are encouraged to do too much of such work at home. Let every teacher firmly resolve never to exceed the prescribed time, and, in accordance with the wishes of the drawing teacher, not to encourage the working of too elaborate original designs, and probably no objection would be raised by fair-minded persons to this study. The special report on drawing is given elsewhere. It is a matter for congratulation that our schools enjoy the services of so earnest, so enthusiastic and so competent a teacher.

Primary Schools.—The work in our Primary Schools during the past year has been in the main very satisfactory. The work in reading is especially commendable. Some of the little children read with a style and expression which we rarely find in the higher classes. The introduction of the "Nursery" into all the schools as a regular text-book, auxiliary to the reading-book, has been a great help in securing intelligent reading.

Oral Instruction.—The importance of oral instruction in the Primary Schools can hardly be overestimated. It has been, however, neglected, partly from the fact that no definite work had been laid out, and partly from a very natural timidity on the part of the teachers, in attempting work for which they have had no especial preparation. During the fall vacation I visited the schools of New York, where the oral instruction is probably more systematized, and more practical, than in any other schools of the country. From personal interviews with the superintendents, especially with Superintendent Calkins, who has charge of this work, and has made it an especial study, from conversations with some of the best teachers in the Primary grades, and from a careful personal examination of this work in those schools where it is carried on most successfully, I was convinced that with the coöperation of our own Primary teachers, equally good work could in time be done

in our schools, without neglecting other subjects. "Calkins's Manual of Oral Instruction" was at once put into the hands of the teachers, and, with their assistance, certain definite work was laid out which they are now doing with success.

Various criticisms are passed from time to time upon our schools, sometimes such as are just, by those who know something of them from personal observation; more frequently by those who hear a little adverse criticism, which is in accord with their own imaginings; and straightway they pour out a volume of abuse based on—nothing. They speak of the good old times, when scholars could do any example and puzzle in the arithmetics, when they could spell every word in the spelling-book, when they could parse and analyze with great fluency, and could give their list of rivers, towns and capes, with equal rapidity and accuracy. All this they could do and—little else. Now they say our schools are doing nothing because every scholar is not an expert in these mechanical performances, entirely ignoring the fact that his training has more thought in it, more breadth, more vitality. If they prefer to make children absolutely perfect in the mere tools of knowledge, rather than to give them such a start as will be of true value in the coming years, we can only say that thoughtful men do not agree with them.

Superintendent.—H. M. WILLARD.

SOMERVILLE.

Primary Schools.—The schools in this department are doing excellent work, and some of them may be regarded as model schools. Since no discrimination is now made in the salaries of Primary and Grammar School teachers, there is less inducement than formerly for a transfer from the Primary to the Grammar department, and consequently we have a much larger number of experienced teachers in our Primary Schools at the present time than at any previous period. A teacher who is eminently successful in a Primary School possesses a combination of qualities rarely found in the same individual, and should receive the maximum salary, and be retained, if possible, in this department. Too great stress cannot be placed upon the importance of correct and thorough instruction in these elementary schools. If the opportunity for laying a good foundation for an education during the years assigned to the Primary School is lost, it is forever lost. Would we have the tree symmetrical and beautiful at maturity, it must be carefully pruned and nurtured in the early periods of its growth. Omit the appropriate work of the early spring-time, and we shall surely fail to rejoice in the possession of an abundant harvest when autumn comes.

Grammar Schools.—The Grammar Schools occupy an important place in our system of public instruction, and absorb a large share of interest and attention. They contain about one-half of our pupils, and from them a large majority of our youth enter at once upon the active duties of life; consequently they demand and receive our best efforts to render them as efficient as possible. Great care is exercised in the selection of teachers, and in the arrangement and apportionment of studies that will be of the highest practical value in all the various avocations of life. We omit no inducement at our disposal to influence pupils to complete the Grammar School course and receive certificates of graduation.

It is a cause of constant regret that so many of our youth fail to avail themselves of all the excellent facilities furnished them for obtaining a good education, and to secure the benefits that would accrue, were all their advantages improved. We are not unmindful of the fact, however, that to the parents of many of our pupils life is a severe conflict with penury, and that, consequently, the prospect of even small gains from the earnings of their children is a strong inducement for their withdrawal from school at an early age. Would parents thus circumstanced submit for a while to personal sacrifices, and heroically endure hardship, and absolute want even, that their children may enter upon the duties of life furnished with all the advantages for success that a good education secures, they would thereby rear for themselves towers of strength and security for future refuge. Their burdens might press heavily upon them for a season, but their reward would be sure; for it rarely occurs that well-trained children fail to appreciate the sacrifices of parents in their behalf, and to reciprocate the kindness received. Bread cast upon the waters will return again in due season, with its full measure of increase.

The work committed to our supervision, when considered in the aggregate, oppresses by its vastness. But for each day's duties the day is given, and if each separate task is faithfully performed in its allotted time, the labor of the year will be complete. With many misgivings we meet the responsibility of guiding an agency which so largely conduces to mould the character and decide the destiny of the rising generation, but are cheered by the consciousness that we have the coöperation of an intelligent community, whose interest and solicitude are enlisted in our work, and the assistance of a corps of faithful, devoted teachers, many of whom have had long and successful experience, and all of whom are anxious to adopt the best methods, and to secure the most valuable results.

By means of educational publications, essays, lectures, discussions; the interchange of annual reports, teachers' conventions, superintend

ents' meetings, and the public press, we become familiar with the best thoughts, and acquainted with the most successful practice of educators of large experience and mature judgment in our own country and Europe. "In the multitude of counsellors there is safety." Where such important interests are involved, we deem it wise to adopt well-tested and highly-approved systems of instruction, and to copy after models which are the result of years of patient thought and intelligent practice, rather than to risk a waste of the valuable time of our pupils upon untried and doubtful theories. No fixed system of instruction can meet the demands of different communities, or of the same community at different periods of time. Fortunately our system of public instruction possesses great flexibility, is easily adjusted to meet the necessities of all sections of our country, and has been found equal to the exigencies of each period of our national existence.

The last fifty years have produced great changes in our social condition. The extensive use of machinery in the mechanic arts, the minute division of labor, and other causes, have abolished the apprentice system so generally adopted throughout New England in former years,—a system which had its origin in the universally accepted principle that "every boy should be put in the way of maintaining himself in honest independence." Froude says that formerly, in Old England, it was thought that "the Ten Commandments and a handicraft made a good and wholesome equipment to commence life with." To these our fathers added the elementary education of their Common Schools, and, thus equipped, went forth and accomplished what has placed New England in the front rank of intelligent and thriving communities. Since the general law, "In the sweat of thy face shalt thou eat bread," is still universal in its application, the necessity exists, as formerly, for skilled labor, and for special preparation for carrying forward successfully the various departments of industry; and communities are looking to the schools to supply, in part at least, what was formerly secured by the apprentice system. Industrial Schools, and Schools of Technology are being established, and many educators are carefully considering the practicability of introducing technical and industrial training into our Public Schools. We cannot foresee what future progress may develop in this direction; but the general law of demand and supply will doubtless find a fulfilment here. For the present, at least, we think that the education of our Public Schools must be mainly literary and general. Every person who aims to be an intelligent citizen should possess an accurate general knowledge of many subjects, and minute and exact knowledge of his own special department. To impart this accurate general knowledge is the appropriate work of the Public Schools; and when the period arrives for the pupil to select

his pursuit of life, he must seek in technical or industrial schools that specific knowledge which will render him proficient in his chosen sphere of labor.

Superintendent.—J. H. DAVIS.

STONEHAM.

Visitors.—The teachers of the several schools have recorded upon their registers the names of those persons who have visited them during the year. These records show the total number of visits to have been 1,265. This seems a very good showing. But when we also report that 286 of these visits have been by the committee, and only 302 have been by parents, while 677 have been by others, we are inclined to congratulate ourselves that the large majority of the parents of the 1,000 children attending our schools have so much confidence in the school committee and the teachers of their selection; but we are haunted by the suspicion that it rather indicates indifference.

Evening School.—This school began November 10, 1874, and continued two evenings each week, with few interruptions, until its close, February 26, 1875. It has been under the charge of one male teacher as principal, and two female assistants. The whole number of pupils, as shown by the register, was one hundred; average whole number belonging, sixty; average attendance, forty-three. As heretofore, the school was free to all.

Music and Drawing.—Music and drawing have, we hope, won a permanent place in the established course of studies in our schools. Mr. C. W. Greene has remained through the entire year as musical instructor in all the schools. To him is intrusted the general management and supervision of this study. He is seconded and assisted by the teachers in charge, most of whom are able to afford him efficient aid.

In drawing, our children have made fair progress, when we consider that but few of our teachers are themselves proficient, it having been but recently introduced and required as a regular branch of study. We hope to see the time, in the not distant future, when we shall be permitted, or at least feel justified, in advising the employment of a special teacher of drawing, as we now do a teacher of music.

School Committee.—GEO. W. DIKE, BENJ. A. FOWLER, E. B. FAIRCHILD.

STOW.

Never was a school report written with more satisfaction for the success of all the schools than this; for it is always pleasant and satisfactory to witness and to speak of good success, and we feel it a pleasant duty to acknowledge a proficiency on the part of teachers, and exemplary conduct on the part of scholars. Of all the different scholars that have attended school in town in the past year of thirty-seven school weeks, we believe not one has had to be punished for misconduct in school.

No unskilful hand can work a delicate machine to advantage. A screw loose here, a pin wanting there, renders the whole thing useless; and the incompetent cannot discern what is the matter. There is no machine so delicate as the nervous system of the school; and all profitable success must depend upon the power and capacity of the teacher to keep all its parts in the best working order. As an essential requisite for such excellent work as they have been able to perform, the teachers have all been of considerable experience, and have been familiar with all the books and lessons taught, and in themselves have been possessed of the better graces known to human nature, with quick perceptive faculties to judge between right and wrong, propriety and impropriety, intentions of obedience and intentions of disobedience; and by their unremitting affability towards the scholars, they have been enabled to govern by the cultivation of the best affections, and to stimulate by the force of example and the love of learning. This work has indeed required the tact of applying the right word in the right time and in the right manner to prove efficacious. To have accomplished what these teachers have accomplished, they must have worked, not only during the school hours of the day, but also have done good head-work for most of their other waking hours, and very likely often by dreams at night. Call not this too much praise. No form of words can hardly do justice to such teachers as do, by constant effort by day and thought by night, so train up their abilities for the best management of children, some of whom when at home are most likely turbulent, disobedient and ungovernable. Not to properly appreciate such teachers, is to encourage them to go to other places, where they may be better prized. Does a stranger ask where we get such? The short answer is, We raise them.

Superintendent.—E. WHITNEY.

TEWKSBURY.

Length of Terms and Vacations.—The arrangement of three terms of school in each year, making an aggregate of thirty-six weeks, has for a long time approved itself to the committee and to the people. As near as can be estimated, this gives the proper amount of time to mental culture and physical development, to study and recreation.

It is of little use to make our children prodigies of learning without a physique of sufficient strength to sustain the mind. The old Latin motto, *mens sana in corpore sano*,—a sound mind in a sound body,—is as important now as it was in the days when “Rome sat on her seven hills, and from her throne of beauty ruled the world.” If the American people are to possess this twofold soundness, there must be no interference with the natural laws of development. The mind must not be taxed at the expense of the body, nor the body at the expense of the mind. Opportunity must be given for the healthy exercise of all one’s powers. In order to best promote this grand object, so far as our wisdom can determine, we should adhere to the present arrangement of terms and vacations as nearly as circumstances will permit. These accord with the average for Middlesex County, while there are two weeks more for school, and two weeks less for vacation, than the average for the whole State.

School Committee.—S. F. FRENCH, E. E. THOMAS, JOSHUA CLARK.

WAYLAND.

The school and home should be on good terms. The relation between them should be friendly and cordial. If in any instance the child receives the impression that they are antagonistic, there will be a failure to secure the best results. The home should make the impression upon the child that the school is one of his best friends. Judicious home influence is almost sure to create a relish for the school, a love for its duties which will not easily be overcome. The home cannot fail to teach the child the importance of promptness and punctuality in attendance, and the necessity of studiousness, honesty and respect for the teacher, without seriously imperilling the best interests of the child. No wonder that the boy does not love his school, whose parents do not know whether he is in attendance five days in the week, or three; whether he comes into the school-room at nine o’clock, or eleven; whether he stands at the head or the foot of his class; whether he is an honor or a disgrace to the school.

To make worthy citizens is the object of the State in the establishment of free schools. The safety and prosperity of the State depend

on the intelligence and virtue of its citizens. All that is done for the benefit of the school adds strength to the foundations of the State, and tends to the preservation of liberty, law and order. A fair expenditure of money for schools is a matter of economy. More than ninety per cent. of the crimes committed in New England is the work of the uneducated,—those who can neither read nor write. If we had no free Public Schools, property, liberty and life would be worth but little. Intelligence is expensive, but ignorance is far more so. It costs money to build school-houses and support teachers; but if we had none of these, we should find that prisons, sheriffs and courts of justice would cost vastly more.

School Committee.—T. A. MERRILL, G. B. COCHRAN, E. A. PIERCE.

WESTFORD.

We wish to encourage more young women to fit themselves for teaching as a profession. The Normal Schools are just the institutions for this. The languages and higher English branches are all good in the complete education, but of themselves they do not furnish the Common School teacher with all she needs to insure success. There are certain latest and best methods of discipline and teaching, more and more needed. Some of our teachers have not had the Normal School training: by time and earnest effort, a conscientious seeking of excellence, they have attained a high standard in other ways; yet we say, after observation and careful thought, that we think the chances are immensely in favor of the Normal School teacher. We would that we could impress upon the minds of young women the grand fact that teaching is one of the noblest professions, and that it pays to give time and noble purpose to the fitting for it; and, though never teaching after the preparation, this remains: that it was a growth and preparation for true womanhood, which is the most real and everlasting pay.

School Committee.—J. HENRY READ, W. L. KITTREDGE, W. E. FROST, J. W. FLETCHER, EDWIN GOULD, W. A. CRAM, ARTHUR WRIGHT, GEO. E. COBURN, AUGUSTUS BUNCE, GEO. HUTCHINS, ALONZO P. REED, JAMES CALLAHAN.

WOBURN.

Free School-books.—Among the first towns, and in fact the very first, in the Commonwealth, to make such provision of text-books, was Woburn. Other towns are now beginning to adopt this plan. Having tried the plan one and one-half years, we are prepared to speak with some assurance of its merits. We can assert with truthfulness that it has worked for the good of the schools, unqualifiedly, and that we experience fewer petty annoyances on account of the purchase of a

new book. Every scholar has been ready for work the day he entered school, and he has been compelled to observe habits of neatness in the use of his books. Such books as have been in use one and one-half years under this rule, present an appearance which would indicate that they were but half worn-out. The aggregate expense of books, even during the first year of supply, has been much smaller than heretofore, and during the year and a half, not one word of complaint has been entered on account of a change of text-books, nor has the town been put to any additional expense for this purpose, although several most excellent changes have been made. The books are bought at the lowest discount prices, and in large quantities, and furnished from the office of the school committee. The teachers are held responsible for the proper use of books by their pupils, and every injury beyond the natural wear is immediately reported, which, if accidental, is excused, otherwise the amount of the injury is paid for. Teachers are supplied with duplicate order-books, and are thereby reminded of the extent of their responsibility, the orders all being kept on file at the office of the superintendent. The books are stamped, covered, labelled and numbered, and should the succession in the numbers become broken, it is an indication that a book is either lost or used up, and must be accounted for and replaced.

Drawing.—Drawing continues to occupy a place in the programme of studies, and I am more encouraged at the success than at any time in the past. We have had no special instructor as yet, though a very excellent arrangement has been made with Mr. Baker, of the Boston Art-School, also instructor in the Boston Public Schools, who has given the teachers valuable suggestions and information, and has given general directions for the course to be pursued. While the expense to the town has been small, the advantages to us have been exceedingly great. We propose to offer a public exhibition of drawings some time in June, which, I believe, will do credit to the time and labor thus spent.

Superintendent.—E. H. DAVIS.

NANTUCKET COUNTY.

NANTUCKET.

The laws of the Commonwealth, which confer upon us an undisputed authority of supervision, must not be violated while we discharge our important duties. Our constant care that a high standard of instruction be attained, and that our own work will be faithfully done, will

not permit us to let the precious interests of hundreds of pupils lapse into anything like careless disregard. We have ever looked upon our Public Schools as the bulwarks of our island's prosperity.

But what are better methods of instruction? This question is a problem that puzzles the wisest teachers and school-men of to-day. It is the question that baffles our prominent educators. In the midst of so much which is superficial, it is a nice judgment that detects the substantial. We do not answer the question by any choice of new school officers, or in the noisy clamor for new teachers. The power of reform must lie in a new philosophy of teaching yet to be unfolded; in a better training of the thoughts of pupils; in less adherence to text-books; not in any school system, or in any particular body of school overseers. In presenting our report to the fair consideration of our fellow-citizens, who look to us for the judicious custody of all the Public Schools, we are not unmindful of our liability to mistakes. We will accept our share manfully, while we are aware that not alone upon us ought to lie all the burden of their short-comings. Our responsibility is great. We realize this, and, for this reason, emphatically urge upon parents the truth, that it is not always the best endowed University or College which completes the work for their sons and daughters; for many graduates of these noted institutions—there are a few brilliant exceptions—fall far behind the poor boy or girl who makes his or her mark solely and only by the improvement of leisure moments, unable to afford a teacher, with no time to attend school, winning, however, high position by virtue of a fact as stubborn as it is real,—“force of character, self-discipline, persistent energy, not any extrinsic advantages or adventitious circumstances.”

School Committee.—WILLIAM H. WAITT, ARTHUR E. JENKS, DAVID C. BAXTER, JOSEPH MARSHALL, ANDREW G. HUSSEY.

NORFOLK COUNTY.

BELLINGHAM.

In the school work especial effort for improvement has been made in several respects. It has long been felt by the committee, and doubtless by others, that the subject of writing ought to be better taught, and that more improvement ought to be made in this branch, considering the time that is given to it. It has seemed to us that scholars have been put at work with too little previous instruction, and with but a slight understanding of what they were expected to do.

In other studies they are taught rules and principles before being set at work to apply them. Why not in writing? With a view to obviate this objection, a set of simple principles, consisting of a brief analysis of the written letters of the alphabet, was given the teachers, with instructions to carry them out in daily practice. The result has been a marked improvement in the writing, especially in the formation of capital letters, in those schools in which these principles and instructions were best carried out.

Another matter which has been almost wholly neglected in our schools is that of the elementary sounds of our language. Indeed, so little attention has the subject received in times past, that we have usually found candidates for teachers deficient in this particular. There are about forty elementary sounds in our language, which we use every day in combination, but which are difficult of pronunciation when taken alone. And yet, in order to pronounce correctly and understandingly, a thorough knowledge of these sounds is necessary. Accordingly a list of them, well classified, was given to the teachers, with such instructions as were deemed necessary to enable them to carry them out efficiently. We found some difficulty in this, by reason of a lack of previous training on the part of some of the teachers, but most of them applied themselves to the work, and at the end of the term the scholars were able to give nearly all of these sounds correctly. A few moments each day spent in this exercise served, not only to give instruction in this subject, but as a relaxation from other studies.

School Committee.—N. A. COOK, *Chairman*; F. A. SHERBORNE, *Secretary*; R. HAMMOND, *Superintendent*; JOHN N. RHODES, G. F. WALES, H. A. WHITNEY, M. P. THAYER, C. H. CUTLER, ALVIN CLARK.

BROOKLINE.

Language.—It is believed to be very important that children at a very early age should be accustomed, in proper and agreeable language, to convey to others whatever impressions they may have of their own, and also the ideas that come to them second-hand. The child is an observer, and not a thinker, and needs, more than all else, the power of accurately recording his experience and observation, so that, as his thinking faculties begin to develop, he may have at command language that will enable him to make his thoughts clearly known. I should be sorry to have it understood as any part of our plan, to force children to think about abstract subjects which have no interest for them, and about which it would be a pity if they had much if any thought. If children have not ideas of their own, it forms a part of our plan to give them the ideas, our object being simply and

only to enable them properly to express what they already know, or think, or are told.

Dictation.—I still regard this exercise as one of the most useful in our schools. Its continued use in connection with our newly arranged course in language will do more toward giving our pupils facility in properly expressing themselves than any other plan that could, I think, be adopted. The great difference that has frequently been observed in the expression of different pupils of the same grade and age, led me to make some inquiry with regard to pupils showing marked excellence, and I found that, with hardly an exception, they were pupils who were fond of reading, and indulged their fondness. I am daily strengthened in the feeling that the course in reading in our schools does not receive sufficient attention, and is not sufficiently varied. I refer to the subject here again, because I associate dictation and reading together as important helps to each other, and because both seem so essential to the proper training and culture of the pupils.

Spelling.—I think that our present plan of requiring pupils to be prepared to spell all words that are found in the text-books used, a good one. If carefully and properly followed, it must result in forming in pupils the habit of giving their attention to the spelling of any unusual word that occurs. I would, however, suggest for the consideration of your board, whether it would not be well to select, in addition, perhaps two hundred words, each for the different grades, of common occurrence, and suited to the ages and attainments of the pupils, and require the spelling of these words to be absolutely mastered by the pupils. I think that our present plan does not perhaps entirely accomplish all that we could wish.

Examinations.—Experience only confirms me in the impression which I expressed in my first report, that written examinations are absolutely indispensable to the efficiency of our schools. The moment a study is dropped from the list of studies on which pupils are to be held for examination, that moment the children lose interest in that study. And the teachers, too, are naturally enough inclined to slight it in favor of those studies on which their classes are to be held, and properly enough too, for a study that is not thought worth an examination upon, is not thought worth especial attention. I believe, therefore, that, in a great measure, the ease with which any subject is taught and learned, will depend on the estimation in which it is held on examination. I believe, too, that written examinations, properly conducted, with questions properly framed, are a fair and in general a just test of a pupil's knowledge and a teacher's capability of instruction. Catch-questions as tests are an injury to a school, and an injustice to teachers; but it is presumed that such questions will not to any serious extent prevail under any intelligent supervision. There are, however, in individual

cases, and sometimes in whole classes, causes for failure which, in justice to both teacher and pupil, should be taken into consideration, so that a single instance of failure should not be regarded as sufficient proof of incapacity. Circumstances being substantially the same, failure is strong if not conclusive evidence of incapacity.

Truancy.—The truant officer, Mr. Dearborn, has followed his work up, and so systemized it, that truancy is hardly known. He knows at sight, and is acquainted with much of the history, of every troublesome pupil in town, so that he knows at once the action necessary to reach each individual case. There are cases in our schools where more rigorous measures than have been resorted to would be helpful, but these cases are not within reach of the law as it now stands. Much of the temporary absenteeism cannot be helped. Frequent absence has in most cases been traced either to sickness or want of proper clothing. The truant officer, by his own exertions, has frequently seen to it that shoes and other articles of clothing were supplied.

Superintendent.—W. T. REID.

COHASSET.

All the teachers during the year have done their work faithfully, and every school is now in a very satisfactory condition. Most of the teachers, by attending teachers' conventions; by taking lessons in drawing, at the expense of considerable time and money; by visiting schools, and by other means, have sought to improve themselves in the art of teaching. The results are manifest in the improvement and increased interest of their schools. In order to keep up with the progress of education, and to avail themselves of new methods and new ideas, they should make their profession a constant study. They would be assisted greatly in this by subscribing for, and carefully reading, the "New England Journal of Education," a weekly publication, which is intended to combine and give expression to the best educational talent of teachers, and of those interested in education in New England.

An institute was held here last fall for the benefit of the teachers, by the Secretary and Agents of the State Board of Education, with excellent results, in the new interest awakened among the teachers, and the valuable instruction given them. The instructions and lectures given in the institute were also highly appreciated by the people of the town who attended the meetings, and cannot but be helpful to the cause of education, by awakening attention, and communicating new ideas. By holding such meetings, the Board of Education have the opportunity of doing incalculable good to the teachers and schools of the State.

Drawing, which may become a very agreeable and useful branch of education, has been introduced into all the schools. A large proportion of the teachers hired a teacher from the State Normal Art-School, Miss Sophronia P. Oakes, to give them especial instruction, and the promise is, that much more will be accomplished in this department of education than ever before.

Efforts have been made to enlarge the course of study in our schools in other directions; to teach children to observe; to awaken in their minds an interest in the study of natural history, especially botany; to accustom them to compose and write sentences correctly; and to read and speak with greater fluency and expression. Not all has been accomplished that is desirable; but it is hoped that these objects may be pursued with increased earnestness, and that better results may be secured another year.

Superintendent.—JOSEPH OSGOOD.

DEDHAM.

Irregular Attendance, etc.—No complaint can be made of some falling off in attendance in our schools in severe or sickly seasons like the past (or passing) winter; but there is a great deal of inexcusable absence throughout the year. Parents can hardly realize the injury done to the schools, as well as to the absentees, by their allowing children to be kept away, except by imperative reasons. There is no more gricvous discouragement to the teacher than irregular attendance. It is the hateful moth that gnaws the fabric that is woven every day. The irregular scholar ceases to be a part of the working machinery of the school-room. He becomes a drag and a nuisance. Parents sometimes complain that their children are not making good progress, and are not interested in their studies, when the just cause for complaint is wholly on the other side. If all parents would visit the schools, and consult the teachers about their children, and both feel and exhibit a hearty interest in their punctuality, good behavior and advancement, there would be immense improvement. Yet it occurs again and again, that parents who know nothing of school or teacher by personal observation, listen to children's silly and exaggerated talk, grumble at airy nothings, keep their children away for days and weeks, and sow seeds of discontent and disorder, that not only do no earthly good, but that do great harm to the scholar, and impair the usefulness of the teacher. If we had angels for teachers, there would some such things be taking place. But our teachers are men and women, not infallible of course, but heartily devoted to their noble and most important calling. They are carefully selected and overlooked by those whom the community has chosen to regulate educational matters, whose only object is to

discharge, for the best interests of all, what is surely not the thankless task it sometimes seems.

Drawing.—By the statute of 1870 drawing became a required study. But many of the teachers needed instruction in this branch before they could feel themselves qualified to teach it properly. The committee were fortunately able to secure the services of Mr. H. Hitchings, who has had experience in this same work of teaching teachers in the Boston schools, to give a course of instruction to our teachers. He reports as follows:—

“A course of lectures on drawing for the teachers of the Public Schools was commenced at the High School house on Saturday, October 10. The course consisted of twenty lectures, and was completed Saturday, March 27. The subjects taught were elementary freehand drawing, elementary design, model drawing, and the first elements of perspective. The importance of this branch of education has been fully recognized by the State, through an Act of the legislature, making it obligatory that drawing shall be taught in all the Public Schools, and this Act of the legislature has been strongly supported and supplemented in many ways by the State Board of Education. The system of drawing by Prof. Walter Smith, director of art-education for the State of Massachusetts, and general supervisor of drawing for the city of Boston, has been adopted by the town for use in the schools, and the lectures to the teachers were intended to illustrate the method of using this system. But few of the teachers had received any previous instruction in drawing, and many of them came to the lectures filled with grave doubts as to their ability to learn, believing, as many others still believe, that the knowledge of drawing is a sealed book to all but a few gifted ones, and not, what it is in fact, as much a matter of general education as any other branch of study. How little ground they had for this belief in their own want of ability, was fully illustrated by the fact that at the last lecture but one, every teacher present made six good, intelligent sketches from the same number of drawings on the blackboard, and all of them within less than an hour's time. The average attendance of the teachers has been good, and the result of their work has been very satisfactory to their instructor. This is especially true with regard to the work of those who have been able to attend all the lectures. As far as this subject is to be taught in the Dedham schools, allow me to express the hope that it may be well taught, and that all the instruction given may not only be good of its kind, but of the best kind. We have an admirable system to begin with; we have made a good start in the right direction, by giving the teachers an opportunity to learn something about the proper method of using it, and we should follow this up, until the work has been properly graded in all the schools, from the Primary to the High schools, and until the teachers become fitted to teach all that will be required of them. In this way only shall we be able to realize a good return for such outlay of time and money as the town may choose to make in this direction.”

For the Committee.—G. M. FOLSOM, *Chairman.*

FOXBOROUGH.

Your committee came to the conclusion that for the younger portion of the scholars, thirty-six weeks of schooling was all that was desir-

able. Therefore they reduced the schools two weeks in the school year, from thirty-eight to thirty-six, with the exception of the High School. That is still continued at thirty-eight weeks for the school year. This change may not meet with the approval of all; but we think that a proper consideration of the subject will convince almost any one that children under twelve will learn as much in thirty-six as in thirty-eight weeks of the year. We believe our opinion in this respect corresponds with that of others who have given the education of children any considerable attention.

School Committee.—C. W. HODGES, L. C. BLISS, E. W. CLARKE, S. P. HODGES.

FRANKLIN.

Teachers, you are a prominent party in making up a full or meagre attendance. A short time since we felt it our duty to ask one of the parents why he did not continue his son in school. His answer was, that the boy had lost his interest in the school, and he might as well stay at home as to go. We have no doubt that in this instance the father, son and teacher were co-workers in the result,—not that either desired it, or purposely added to the common stock in trade. First, the teacher had failed to infuse that interest into the school-room that would attract and interest: thereby the boy failed to improve the time and advantages that were spread out before him; and the father failed, in yielding too readily to the solicitations of the immature judgment of the boy.

School Committee.—S. W. SQUIRE, GEO. W. WIGGIN, WM. B. NOLEN.

HOLBROOK.

School Discipline.—The thing in which it seems necessary to invest a little more strength at the present time, is the improvement of the moral tone of the youth of our schools. By this we do not mean specially the implanting of profound religious principles (although there is surely need enough of that), but the development of a better status outwardly, in the school-room, the school-yard, and last, but not least, in the street to and from school, in each of which places the teacher mainly has jurisdiction. Our observation leads us to throw the blame of whatever has been found amiss in this respect about equally upon parents and teachers; the former are to blame for not assuming responsibility, and the latter for neglecting work.

School Committee.—DAVID BLANCHARD, T. H. WEST, Z. AARON FRENCH.

MEDWAY.

The most obvious fault in most school-rooms is a lack of ventilation, and a temperature too variable for health and comfort. Fifty persons in a room thirty feet square, by respiration and exhalation, will very soon vitiate and poison all the atmospheric air it contains, and they would absolutely perish unless external and fresh air were admitted. Currents of air from open doors and windows falling upon persons in a warm room produce colds and often consumption. It is therefore necessary that air should be admitted in such a way as to do no harm. Some simple system of ventilation should be provided; and teachers and pupils should be made to understand that a change of air is absolutely necessary both to good scholarship and good health.

There is another general fault observable. School-rooms are not kept as neat and clean as they should be. Mats should be provided at every door, to be used by every scholar. Rooms should be swept and seats dusted every day, washed at least every term, including all the windows, and whitewashed every year. School-rooms should be kept sweet, and look neat, and scholars should be taught the maxim that "Cleanliness is next to godliness." There should not be allowed anything more offensive to decency, good taste and æsthetic culture, in or around a school-house, its outbuildings and grounds, than in and around a good private residence. Everything should tend to elevate the taste and improve the mind, morals and manners of the children. We are apt to forget that one-fifth part of our whole population, in the most critical period of their lives, actually reside in our school-houses a large portion of their time. Impressed with this fact as we should be, we cannot fail to provide everything needful for their highest culture and comfort.

Parents have a right to demand that the ordinary rules of morality, decency, and polite and courteous deportment be taught and enforced in our schools. May not many of the rude and noisy demonstrations complained of in our streets by graduates from Public Schools be attributed to some neglect, or inadequate enforcement, of these rules in our schools as well as at the parental fireside? Moral delinquencies and rude behavior should be checked and punished in schools with as much severity as a failure in mere literary scholarship. While we would not advocate the return to the old-time routine of the school-room, when scholars were required to be in their seats on the arrival of the teacher, and all to rise as he entered, and when a scholar entered or left the room, he must pause at the door and bow respectfully to the school, and when classes came out to recite they must bow and courtesy as the teacher's ruler was lowered to the floor, and so as they returned to

their seats, when the teacher raised or lowered this majestic symbol of his authority and said "manners,"—yet we would gladly see in all our schools a more gentle, grateful and respectful demeanor on the part of the pupils towards their teacher, and towards each other.

For the Committee.—E. O. JAMESON, S. J. AXTELL, M. M. FISHER.

NORFOLK.

If parents simply regard the school as right in itself, and feel as though they would like to have their children well instructed, if it can be done without the least inconvenience to themselves, but do not feel sufficiently interested to see that their children are well provided with books, regular in their attendance, and correct in their deportment, they are not good parents in their relation to the school. Long before the child hears of a school it manifests a disposition to make others yield to its will. Our children are not naturally subordinate, and we fail to do our whole duty to the school, if we send them to it before they have learned to yield their wills to ours. Children who are thoroughly obedient at home are seldom insubordinate in the school-room.

School Committee.—LATHROP C. KEITH, SIDON ADAMS.

NORWOOD.

Drawing.—Miss Savil, the principal's assistant, acted as special instructor in drawing in Everett School till June, giving regular lessons in every room. The labors of Mr. Atwood then obliged him to claim all her time, and she was withdrawn from this extra service. Copies of Prof. Walter Smith's Manual of Freehand Drawing and Designing were procured for the use of the teachers, and they went on with the lessons very successfully. Decided progress has been made in this useful study. Neatness, accuracy, constructive skill, and a familiar knowledge of geometrical and other forms, are the direct evident result of thus coupling hand-education with brain-education. Even the little pupils in Nos. 6 and 5 have achieved that difficult accomplishment, the ability to draw parallel straight lines "freehand." Miss Blaisdell and Miss Eaton have taught drawing very faithfully in the Balch School, using Krüsi's copy-books (synthetic series). The gradual improvement visible in the successive efforts of their scholars shows the good effect of rigidly denying them the use of rubber and ruler. Certain specimens of fine hand-work by the younger beginners might be used themselves as models. The early lessons in this branch are taught by Miss White in the Railroad Avenue ("kinder-garten") School, chiefly by way of pastime, but the children have profited well

by the "pastime," and the extreme neatness and accuracy with which some of them make their lines and angles and curves give hints of artistic genius.

Phonetic Spelling.—The plan of teaching to spell and read by sound is still in practice in two Primary Schools, Miss Park's and Miss White's, and its success has more than justified its introduction. The rapidity and accuracy with which little children learn to articulate syllables, and identify letter with sound, by this (Leigh's pronouncing) system, is remarkable. One bright little fellow in Miss Park's school, who had an impediment in his speech, has, by the aid of this, and the patience of his teacher, mastered all the consonants that formerly "floored" him; and one German boy in Miss White's school, unable to speak or understand English when he entered, was speedily made, by the same means, an excellent reader, and is bound to talk without a "brogue." The effect also of this system to prevent monotonous or drony reading, and accustom learners at the outset to use the proper inflections, is very noticeable in both the schools named. We believe sound-spelling to be the best method yet discovered for correctly learning the great art of language. It is elementary and universal, and so simple that an imitative infant could use it.

For the Committee.—THERON BROWN, *Chairman.*

QUINCY.

Confining themselves to a general survey, the committee feel justified in reporting, with a good deal of confidence, that at no time within their observation has the average condition of the Public Schools of this town been so satisfactory. As regards order and discipline very little fault can be found. That very much is still to be desired in our system of teaching is too evident for dispute. That after eight or nine years of constant study in our Common Schools, select pupils should show an amount of acquirement no greater than the examinations for admittance to the High School annually disclose, indicates that there is something lacking to the complete efficiency of the system. And we have heretofore ventured to suggest that, in our judgment, a remedy for this inefficiency is to be sought primarily in a greatly augmented teaching force. Certainly we should be glad to see one teacher at least assigned to every twenty-five pupils, instead of one to every forty, upon an average, as we now have. But as such a reform would compel a substantial remodelling of nearly all our school-houses, and a very large increase in the appropriation for salaries, we do not think it expedient to urge so radical a change at such a period of transition as the present. As fast as it can be done without a distressing increase of taxation, it will be desirable to increase our school accommodation

and teaching force. But it is manifest that the plan upon which a thorough and extended reorganization should be steadily pursued, ought to be one carefully prepared, after a complete survey and study of the present and future requirements of the town, by a person very competent for that work.

School Committee.—J. Q. ADAMS, *Chairman*; ASA WELLINGTON, *Secretary*; C. L. BADGER, C. F. ADAMS, JR., WILLIAM B. DUGGAN, JAMES H. SLADE.

WEYMOUTH.

Although fully aware that the citizens of the town do not need to be informed of the great loss sustained by the committee and the schools under their charge in the death of Hon. John W. Loud, late chairman of the board, yet they would do injustice to their own sentiments of respect for his memory, if they omitted to avail themselves of this fitting occasion to place on record an expression of their high appreciation of the eminent services and virtues which, during a period of forty years of well-nigh continuous membership, have illustrated Mr. Loud's connection with this board. His marked ability, energy, and fidelity to every trust, they recognize in common with all his townsmen and a very large number of acquaintances throughout the State; but the majority of your committee, having enjoyed long and intimate personal association with the deceased, wish also gratefully to express their sense of obligation for the cheerfulness with which their late associate unvaryingly accepted his full share of every responsibility and every service, and for the uniform courtesy and consideration which have characterized his official as well as personal relations with themselves.

A generation ago, the division of the town into small school districts, the sparseness of the population, the custom of changing teachers twice a year, the prevailing habit among the older pupils of attending the winter term only, were serious obstacles to the establishment of any system in the education of the young. Gradually these hindrances have been either wholly removed or materially lessened, so that our schools may now be said to have fairly entered upon the modern method in respect to arrangement, discipline and instruction. Very much undoubtedly yet remains to be accomplished before we can hope to attain to the rank of the most favored of the Public Schools in this Commonwealth, but your committee believe that our schools are taking the right direction, and from year to year are making reasonable progress towards that result. One of the most efficient of the agencies for the development of a systematic course of education in our Common Schools is the constant employment of a well-qualified, practical, energetic, faithful superintendent of schools, who shall devote his whole time and his best thoughts to the problem of improving the methods

of instruction, and of increasing the interest of teachers and pupils in their appropriate work. No committee, however able and faithful, can in this respect supply the place of an efficient superintendent. Their personal avocations must mainly occupy their mental as well as their physical powers, leaving usually but a poor remnant of either to be devoted to the great work of guiding, counselling, inspiring the young minds committed to their supervision; and they also suffer the additional disadvantage that each can only be familiar with the operation of those schools particularly assigned to his charge. Actuated by this belief, your committee have reëngaged Mr. Arthur G. Lewis as superintendent of schools for the current year, at an increase of one hundred and fifty dollars in his salary; and they are decided in the opinion that no equal amount of the sum expended by the town for educational purposes is conferring greater benefits upon our schools.

School Committee.—JAMES HUMPHREY, ABNER HOLBROOK, S. L. ROCKWOOD, CAROLINE R. JAMES, LUCIUS BROWN, ELIZABETH C. HAWES.

Drawing.—It is one of the branches required in our schools by the laws of the State, and an appropriation should be made so as to enable us to employ a special teacher, who may, for a time at least, take charge of the exercise in the different schools, and give instruction to the teachers from time to time during the coming year. The advantages that would result from thorough, systematic training in drawing are many and various. In our community, a large portion of the pupils are to be engaged in mechanical pursuits, where they will need and use that knowledge of shading, distance and form which can be obtained from this instruction. It is not expected that all will become skilled draughtsmen or artists, or that they will all show an aptness for this branch of education; but all should understand, to some extent, its principles, while instruction will develop talent in this direction which would otherwise be latent. We learn, too, from the testimony of those who have introduced drawing into their schools, that if the exercise in drawing alternate with writing, the pupils make fully as much progress in the latter branch as when the whole time is given to writing alone, owing to the training that the eye and hand receive. Aside from the material benefits arising from this instruction, we should consider as of great importance the high æsthetic culture which the pupil will derive from it, enabling him to appreciate, and in some measure to imitate, whatever is beautiful in nature and art.

Vocal Music.—The objection may be advanced that many of our teachers cannot give instruction, and that a large portion of the pupils lack a natural capacity for the study of music; but we learn from the reports of the Boston committee on music, that only seven out of two hundred and fifty teachers failed to teach it satisfactorily, and that

those teachers who excelled in other branches were most successful in teaching music. Of the pupils, not more than one per cent. are naturally incapable of deriving benefit from this branch. The best of results have been obtained wherever these two studies, music and drawing, have been introduced. This town should not be so backward in this important work.

Superintendent.—ARTHUR G. LEWIS.

WRENTHAM.

The assessors' returns for 1874 report the number of 436 children in the town between the ages of five and fifteen. The number of scholars in all the schools was: summer term, 389; fall, 397; winter, 349. The whole number of different scholars attending during the year was 489; whole number of different scholars between the ages of five and fifteen, attending during the year, 436.

School Committee.—REV. T. P. BRIGGS, A. ALDRICH, J. J. ARCHER.

PLYMOUTH COUNTY.

ABINGTON.

Good teachers are students, and make their instruction valuable by constant research. They also take a personal interest and great pleasure in the daily progress of their scholars. Hence they are not satisfied to teach the same branches term after term in the old, familiar way. They do not discard these methods because they are old, but for the reason that time and study are working wonders for their profession. Each day contributes something to the available resources of the progressive teacher. In proof of this we would cite the Normal and Training schools multiplying every year, where teachers are professionally taught; the Associations, national, state and county; the Institutes, and other educational organizations at whose sessions are freely and intelligently discussed interesting and vital topics; educational publications, issued in the interest of teachers, either as weekly or monthly journals, or in the more permanent book form; public libraries in nearly every village, available to teachers and others, containing valuable scientific and historical works, maps, charts, and apparatus of every description for illustrating the branches taught

in the Public Schools. New studies are being introduced, requiring more varied attainments on the part of teachers. The best teachers know that to require more of their pupils than of themselves is unjustifiable. They have also learned that, by reading, study and discussion, thought is quickened, the range of ideas is enlarged, and the dignity of the teacher's vocation is appreciated. Hence they are diligently striving at all times for the auxiliaries of success that may appear beyond themselves. A teacher's influence should inspire her pupils with just views of the worth of mental culture, and its power for good if used aright.

We are assured that in some instances parents find it impossible, on account of straitened circumstances, ill-health, or other causes, to continue their children in school until the course is completed. For such we have no words of reproof, and can only express regret that their children are deprived of the opportunities for prosecuting their studies. Could we persuade ourselves that all the children who leave school do so for the reasons just enumerated, we should rest our case here, satisfied that, under the circumstances, our High Schools are receiving a generous patronage. But such is not the true state of affairs. Our acquaintance with the schools, extending over a period of several years, and also our knowledge of the means and opportunities of its citizens, would seem to sustain us fully in the opinion that scores of children are permitted to leave the schools at an early age because they do not love and appreciate study. The parent sacrifices his good judgment and surrenders his authority to the unsettled tastes and habits of his child. From this hour the youth enters upon a new career. Having placed himself beyond those influences that could awaken in him an ambition to rise and make the most of his talents, he regards with trifling interest the acquirements of his limited school experience, and unless his attention is given to some useful employment, there is great danger that his bitter experience will administer to his over-indulgent parent a terrible rebuke. If there is a time in the life of a child when the authority of a parent is its deliverance, it is when he seeks to throw off school life as a burden, that he may enjoy the society of idle, aimless and vicious companions. If parents would use the means in their power to awaken in their children a love of study, and, in so doing, open the way to the refining influences of generous intellectual culture, what a glorious reward would the future years reveal! No act of the parent toward the child could be cherished with a more special gratitude.

School Committee.—JAMES H. GLEASON, BENJ. F. HASTINGS, E. W. PREBLE.

EAST BRIDGEWATER.

In some of our schools, attention has of late been given to drawing, and it has been wonderful how readily the faculties of children have been called out when such exercises have been given at suitable times. It has been demonstrated that drawing can be taught as readily as arithmetic. Perhaps some may suppose that it is only an accomplishment; it is much more; it is becoming—it has become—a necessity. It has been stated on competent authority “that every branch of manufactures in which the citizens of Massachusetts are engaged, requires, in the detail of processes connected with it, some knowledge of drawing and other arts of design on the part of the skilled workmen engaged.” Like music, drawing tends to promote physical health, by cheering the mind, as a digression from too severe application to other studies. Emphatically it fosters a taste for the beautiful. We are here led to speak of the great value of object teaching in connection with the youngest scholars, and of objective teaching for the older ones. Whatever matter is to be taught, just so far as it can be reasonably done, the subject should be illustrated. Wall-maps are much needed. The committee hope to have them furnished before the close of the present term. Our schools need valuable books of reference, tasteful pictures, models, casts, etc. We wish the pupils in our schools to have a practical knowledge of common things. How few persons of mature age have a comprehensive knowledge of the animals common to New England,—its trees, its rocks, etc. Each of our schools should have its cabinet, amply stored with specimens, and apparatus adapted to its peculiar needs.

For the Committee.—WILLIAM ALLEN, *Chairman*; EDMUND W. NUTTER, *Secretary*.

HALIFAX.

I feel that I should have left a very important subject unnoticed, if I failed to allude to the one so ably advanced in a former report in regard to our number of schools. It does seem to me that we are expending too much money for the amount of good realized. What I do claim is, that the present amount of money appropriated can be more judiciously expended by maintaining a less number of schools.

Superintendent.—HARRISON D. PACKARD.

HANOVER.

At this day, when the question of compulsory education is being discussed by the press throughout the land, and urged by nearly all the great educators of our age, it seems but just and proper that all parents and guardians should stop, for one moment at least, and ask why this is so. What is bringing it about? The answer is obvious. Absenteeism of scholars from school. This is a matter that should receive the careful thought of every progressive mind. All persons in the community, whether they have children or not, have an interest at stake. French statistics, published since 1868, show that only one-half of the people of France can read and write; that from the uneducated portion come ninety-five per cent. of the persons arrested for crime. In New York and Pennsylvania seven crimes are committed by the ignorant to one by educated persons. The class of children most in need of school training seldom attend regularly; namely, those whose parents, through ignorance, poverty or crime, give them little or no home education. The line of argument, then, is very direct,—the greatest evils, moral, social or political, which threaten to undermine our community, are the offspring of ignorance. We believe that money properly expended for the education of our youth is capital well invested, and will, in the long run, yield a larger per cent. than our savings institutions can with safety promise. We believe, too, that the blessings of a free school education should be provided for all children as equally as possible, and that every child of proper age should be in school every day of its session, unless prevented by some good reason. We are all liable to the misfortune of sickness; but those parents who keep their children at home, or allow them to remain away from the school-room because they are able to receive a few cents per day for their services, or for any other similar cause, we fear are making a sad mistake; and those children so allowed to remain away from school will be likely to suffer from ignorance and poverty in after-life, even if they do not go to swell the ranks of the criminal classes.

School Committee.—C. W. ALLEN, M. V. BONNEY, ANDREW READ.

HINGHAM.

Drawing.—A scholar may be merely taught to draw lines and angles. But this is not all. While he is doing this, he is made conscious that there is a broad field open in this direction, and, if he have a longing to enter there, he may find it full of compensations. In other words, he may find here a means of profitable employment all his life. Here was a suggestion which, if it had not been made by these very insignificant lines and angles, might never have been made to him at all.

In connection with this study, we would add that it has proved a very satisfactory branch of instruction. By referring to our list of text-books, it will be seen that we use Prof. Walter Smith's system. A course of lessons is now being given to our teachers, without charge, by one of the pupils of the Normal Art-School of Boston. These promise to be very beneficial; doubtless the results will be shown in our schools.

Text-books.—It would be better if these were all purchased by the town; one set of books could thus be made to serve several years, by alternately passing them from one class to another,—they constituting a part of the school furniture. The supplying of text-books now proves a burden to a great many families. Teachers and school committees are often embarrassed more on this account than any other. Now the expense of furnishing their books would be but slight, after the schools were once supplied, it being merely to supply those worn-out and lost. Perhaps an outlay of two or three hundred dollars per year for this purpose would be ample, whereas now more than twice that sum is expended every year for text-books. It may be urged, that scholars will take better care of their own books than they would if they belonged to the town. But this is not so. Experience teaches us that a child is never as careful of its own property as it is of another's. Besides, there is a law protecting school furniture, which could be made as potent in protecting books as in protecting school buildings. We shall seriously consider this subject the coming year; for the present, however, in order to procure them for the lowest possible prices, we have decided to deal directly with the publishers, rather than through the agency of an outside party. It was all the more imperative that we should do this, on account of a by-law recently passed by the publishers, according to the terms of which they are no longer at liberty to sell their books to the teachers as they have heretofore done. The prices of all the books used in our Public Schools will be seen by referring to the list of books appended to our report.

Teachers.—To the citizens of Hingham belongs the credit, if credit there is due, for the means which they have placed in our hands by which we are able to obtain the services of so excellent a corps of teachers, without which it would be impossible to have good schools. Securing a teacher is like investing in a lottery. In the countless applications that committees are always besieged with, they are liable to draw a great many blanks before they secure a prize; perhaps not one in ten will give satisfaction. It is therefore very encouraging to know, that when we have good teachers, our citizens are willing to pay salaries large enough to retain them; for a teacher's wares, like everything else, are generally disposed of in the highest market; and unless we are willing to pay good salaries, we shall have the embarrassment

of seeing "our schools become the training ground for those who will rightly sell, to more fortunate or more liberal towns, the experience and the knowledge gained with us."

For the Committee.—A. G. JENNINGS, Superintendent.

HULL.

It was especially gratifying to see so large a number of children in school, who had not been absent a session, and quite a number more who had been absent for a day or two only because of sickness, or for other good causes. As a natural result, they were the best scholars in school.

School Committee.—MARTIN KNIGHT, JOHN REED, LEWIS P. LORING.

KINGSTON.

We cannot refrain (even at the risk of repeating what has been said in former reports) from again warning parents against committing a serious error, too often committed thoughtlessly, but which never fails to be prolific of bad results to our schools. We refer to the sympathy which a child sometimes receives at home, which often renders all the efforts of the best teacher utterly useless. This sympathy finds its expression in interference with the course of study, upon the representation of the idle child that he is overburdened with work. Again, it finds its expression in complaints that "the child is kept after school to commit lessons," where often sheer indolence has produced failures. These complaints of the parent aggravate tenfold the difficulty under which the teacher labors. It seems to be forgotten, or perhaps is never realized, that this penalty of remaining after school, to master the neglected lesson, is frequently the only effective hold the teacher has upon the idle pupil. Again, and worse than all, this sympathy finds its expression, in its most objectionable form, when the parent is found taking sides with his child where there has been a plain violation of the teacher's orders, or a certain flippant disrespect has been exhibited that no teacher should endure for an instant, or allow a shadow of, in intercourse with pupils. Wise and thoughtful fathers and mothers will reflect long and carefully before they thus attempt to block the wheels of good government in the school.

No greater mistake can be made by our citizens, than to attempt to speak disparagingly of its influence, or to complain that its course of study embraces topics that are not needed in every-day life. The community should understand that the advantage to be derived from the pursuit of a particular study, is not found altogether in the facts and principles that are treasured up in the mind, but in the training,

the disciplining, the expanding of the faculties, that careful attention to the study is sure to produce. Many a college student, amid the cares and perplexities of a busy professional life, at the close of a few years, has been vexed and astonished to find that the knowledge he possessed of certain studies, at the close of his four years' course, has vanished. But he feels a consciousness that the effects of the discipline remain, and will be obvious to himself and to others during his whole life. Let us remember, therefore, that whatever may be the business that the taste of our children may prompt them to follow in life, they will be benefited by the discipline of careful, thorough study. It concentrates the attention; it sets them to thinking; and in every way aids them to follow any pursuit more thoroughly and effectively.

Superintendent.—W. R. ELLIS.

LAKEVILLE.

It is invariably a source of gratification to your committee to know that the ability and success of a teacher have given general satisfaction. It is not to be expected that all can be suited, since there is such a diversity of opinion concerning the conducting of schools and the authority of teachers. This last has now a much wider scope than is generally conceded, and, in our opinion, should be extended, rather than curtailed. We regard the enforcement of the proper decorum in and about the school building, both before and after school hours, when the scholars are on their way to and fro, as an essential part of a teacher's duty, because the interests of the school, and the morals of the pupils, are thereby directly involved.

School Committee.—HENRY L. WILLIAMS, E. W. BARROWS, LEANDER WINSLOW.

MARSHFIELD.

We think the great want of the town is one or more schools of a higher grade. A few only can afford to send their children from the town to a High School or Academy, and incur the expense of their tuition and board; while those bright-eyed, intelligent boys and girls, whose parents cannot incur the expense, must remain at home, although they may have talents which, if developed, would secure an honorable position in society, and make themselves useful to others, and a blessing to the community. Recently we received an anonymous letter, from a lady in town, asking if the committee would not secure or establish a Private School of a higher grade, stating that she had not means to send her children abroad for an education. By a little arrangement, and small additional expense to the town, we think that increased facilities may be secured for the older pupils, and we will

suggest the following: There are two Grammar Schools,—one at the north and the other at the south part of the town. If there are to be schools of a higher grade established, better localities can scarcely be selected for the accommodation of the larger number of our scholars. Let teachers for these schools be secured of higher qualifications and wider range of attainment than is required for our schools generally. They may demand higher wages, although we have to-day one or more teachers in town who have taken the advanced course at the Normal School, and are qualified to give instruction, perhaps, as general and thorough as can be obtained at any Academy in this vicinity. Then let the children from any part of the town, qualified to enter, attend these schools; the standard of the other schools not to be lowered, or their efficiency diminished.

School Committee.—GEO. M. BAKER, JOHN H. BOURNE, H. A. OAKMAN.

PLYMOUTH.

Apparatus.—As our methods of instruction improve, the want of instruments for illustration and experiment is more and more felt. In the communication of geographical instruction, it is a matter for wonder that we have gone on from year to year without a suitable artificial globe in any one of our schools, and yet beginners are never taught geography successfully from the common flat maps. The conception of the form of the earth, with its varied surface of the land and water, is not easily made by any child just commencing the study of geography; perhaps it never is made till quite late in the course. The mental transition from the artificial globe to the great globe itself is not an easy feat for a young scholar to perform, and often requires skilful assistance; but it is much less difficult than the work usually required. I think an effort ought to be made to put some cheap globe of sufficient size into each school of the town.

In the study of arithmetic in our schools, the result does not seem to justify the great length of time devoted to it. The first step to be taken in the way of improvement, it seems to me, is, that teachers should become convinced, if they are not already convinced, that they are mispending time, and failing to accomplish the purpose they have in view, to the very great disadvantage of a large number of scholars. It will then be seen that the text-book contains much matter that is useless, or, if not useless, misplaced, so that it becomes incomprehensible to the scholars. It will become evident, that the methods prescribed in the arithmetic are not always in harmony with those practised by youthful minds in learning other things in a natural way; that the abstract qualities of numbers are treated of, although young scholars comprehend numbers readily, only in their concrete relations;

and, in general, that questions given for solution are often unsuited, in many ways, for treatment by the teacher and comprehension by the scholar. In order to help to remove these difficulties, I think teachers will soon begin to ask for apparatus, to illustrate principles of arithmetic, wherever such means can be applied. It would be no small advantage, in teaching reduction, to have in the school-room all the measures of weight, bulk and distance, and to make the actual measurements before the eyes of the scholars, instead of giving so much time to the memorizing of tables which are soon forgotten. In the various applications for percentage, which constitute so large a part of commercial arithmetic, scholars would get much more lively and clear impressions, if mimic forms of business were instituted, and scholars required to act out the questions given for solution. In contriving banks, school currency, and making other arrangements, doubtless, a good deal of labor would be added to the teacher's day's work; but he would have the satisfaction, I think, of imparting a fair knowledge of this department of arithmetic in a less number of years than he is now obliged to give to it.

The need of apparatus is felt every day in the High School. We have some valuable instruments there; but in almost every experiment attempted, something is wanting, the absence of which either renders the work impossible, or mars it to such an extent that the result is very unsatisfactory. The leading experimental sciences are included in our course of study, and the only way to teach them successfully, as all intelligent in such matters admit, is to illustrate fully, by experiments performed in the presence of the learner; indeed, the learner ought, if possible, to make experiments himself. I feel that the very best thing that can be done for our schools at the present time is to furnish those teachers who really know the value of such helps with the books and apparatus they may need, to make the subjects of their instruction clear and interesting to scholars.

Superintendent.—CHARLES BURTON.

PLYMPTON.

Often, during the past year, has the remark been made to us by teachers, "Parents do not come near us; I wish they would visit us oftener, and see what we are doing." This is the feeling of every faithful laborer in our schools, and yet the number is comparatively small who manifest sufficient interest in the children to pay them a friendly visit, until the closing examination. At the same time, we are entertained with numberless complaints of the teacher's inefficiency, and the lack of interest displayed by the pupils. It has been well said that every parent should consider his children his jewels, and the teacher

as his helper, in the improvement of these, his choicest treasures. Assenting to this, as every thoughtful parent will, yet how many there are who will place these same jewels, year after year, in stranger hands, to be fashioned, moulded and polished, or dulled and distorted, it may be, with scarce a thought or care as to the manner in which the work is performed.

School Committee.—NANCIE S. LORING, EUDORA H. RIPLEY, REBECCA W. PARKER.

ROCHESTER.

Children are sent to school many times because "they are out of the way," and if the child does not progress satisfactorily to the parents, morally or intellectually, then the school becomes, seemingly to them, a failure, and the teacher, who may be somewhat inexperienced, and who has from fifteen to twenty-five different dispositions to learn and deal with, is accused of not being a suitable teacher, or what is equivalent to saying, "I have delegated the moral and intellectual training of my child, in a great measure, to the teacher, and she does no better than I am able to do with it"; and in the use of such language, convey the idea that they have not succeeded in the effort themselves, and expect a teacher to do more for the child in a moral point of view, than they themselves can accomplish.

For the Committee.—GEO. PIERCE, *Chairman.*

ROCKLAND.

Attendance.—While but few have failed to have their names upon the registers of the various schools, there have been those who by their irregularity in attendance have seriously affected some of our schools. In fact, one of the greatest wants of certain of our schools still, is the more regular and faithful attendance of the pupils. It may appear to many parents a trifling matter to keep their children at home a day or two each week, or a week or two each term; but when it is remembered that our children are educated upon a carefully graduated plan, into which each day's work, and each week's work, enters as a constituent part, how essentially must such loss of time disturb and derange. Thoroughness and scholarly habits are not attained in this way. It may be laid down as a rule, with very few exceptions, and an examination of the various school registers will satisfy any one of the truth of this remark, that those scholars who are most regular in their attendance, are not only the best in point of scholarship, but are also distinguished for their uniformly correct deportment; a fact which shows conclusively that there is something in the regular performance of the duties of the school-room which tends to develop the best of tastes and habits. The evil of allowing

pupils, by means of written excuses from the parent, in so many instances, to leave school during school hours, is also one of serious consequences. This fault, to a great extent, grows out of the mistaken idea that as soon as the scholar recites his lesson, he has nothing more to do. In this way he is often deprived of valuable opportunities for joining various general exercises,—such as writing, spelling, singing, gymnastics and other employments,—which the skilful teacher will from time to time arrange.

So prevalent has this fault been in some instances, that in our visits from time to time, we have felt that the last half or three-fourths of an hour each afternoon in some of our schools was well-nigh valueless. The aid which the truant officers have been able to render our teachers in returning to their studies those wilfully absent, has been duly appreciated, and in many instances productive of much good. The whole matter of absenteeism or truancy is a difficult one to regulate as we could desire. If the parent desires the welfare of his child, seeks his intellectual progress, and wishes habits of promptness and regularity formed, let him look well to this matter and act accordingly. This is one of the leading educational problems of our time, and it is a measure of justice both to the child and the State. The tax-payer has a right to demand that no child shall be allowed to grow up in ignorance while he pays his money to support schools for all, and free to all. Nor can the State, in the interest of order and morality, do less than see to it that all are thus properly furnished with the means of education.

School Committee.—J. C. GLEASON, MARTHA REED, GEO. H. BATES.

SCITUATE.

No one needs to be convinced of the fact that the real wealth of a town consists in the amount of skilled labor belonging to it; the difference between unskilled and skilled labor is a difference originating in the knowledge imparted by our Common Schools. The direct influence of the schools upon the wealth of a town is naturally the first consideration with those who have to pay for their support. Their indirect influence is a consideration no less important. In these United States we all recognize the fact that the Public School is the most efficient public police, preventing crime by raising up men and women to whose characters it necessarily gives a tendency to industry and sobriety. To a community where the Public Schools are well kept and flourishing, parents, about to change their residence, are attracted. The population and the valuation of the town are increased by these additions, and it retains those of its own citizens who might be induced to move away by superior advantages in other towns. To reap

the advantages of a good school system, we know that the schools must keep up with the times. Everywhere in our large towns and cities the methods of education have been very greatly improved within the last twenty-five years; the apparatus of education has been very greatly increased. The words, "a good Common School education," mean much more now than they did twenty-five years ago. They mean that the amount of knowledge given shall be greater, and that it shall be imparted in a more natural, effective and attractive manner.

The change from the district system to the graded system requires several years to show its true results. This will be evident when we say that the present first classes in our Primary Schools are the first classes in order of time which have had the full benefit of the change. In the Grammar Schools, the same is true. The work of the past year has been to give effect more completely to the change which you determined upon three years ago,—to make the graded system something more than a mere name among us. At the last annual meeting, no vote was passed by the town to authorize the committee to choose a superintendent of Public Schools. We have, however, believed it to be in the highest degree advantageous to have some one person charged with the special oversight of the schools. The division of labor is not a principle that works well in the superintendence of our schools. They will be much better attended to when one person is chosen because he is supposed to be capable, is given large powers and duties, and is held to a stricter responsibility than are the rest of the committee. At the beginning of the past school year, the committee chose one of their number a sub-committee on visiting schools, with the understanding that his duties should be those of a superintendent in effect, though not in name.

School Committee.—JOSEPH O. COLE, *Chairman*; C. W. PROUTY, *Secretary*; A. J. WATERMAN, H. A. SEAVERNS, EDWARD JAMES, N. P. GILMAN.

The assessors, in their last report, give the whole number of children in town, between five and fifteen years of age, as four hundred and sixty-one. The average whole number in the schools for the year is four hundred and fifty-nine. This number includes a few in the High School and elsewhere, over fifteen years of age. Making allowance for this, I think we may say that a satisfactory proportion of the whole number of children in town are recorded upon the school registers. The average attendance will be seen to vary from seventy-six per cent. of the whole number in the High School, to ninety-one per cent. in the Charles Street School, which ranks highest in this respect. The average percentage for all the schools is eighty-four. While this will compare well with that in other towns, I think we should not be

satisfied, but should make a better showing next year. We have made a gain this year of two per cent. on the average attendance at all the schools.

A detailed course of study is one of the most urgent needs of our schools at the present time. At the beginning of the school year just closed, some attempt was made to lay down such a course for the Primary Schools. The subjects each class was expected to study, and the extent of ground it was to traverse, were roughly indicated. But the best results cannot be obtained unless the work for each term, for each class in each grade, is determined by competent persons, and the teachers are held to a strict compliance with the demands of the programme.

A branch of study new to our schools appears upon the table. With the fall term I gave four teachers a copy, each, of Mr. Walter Smith's "Teachers' Manual for Instruction in Drawing in Primary Schools," with packages of the drawing cards to be used by the scholars. This experiment promising well, I obtained your permission to introduce the study into the remaining Primary Schools for the winter term. The study has, therefore, been pursued but a short time, and instruction has been given by the regular teachers without any previous training on their part. The result is a new proof that the law of the State, adding drawing to the list of studies required in all Public Schools, is most wise. Nothing in the course of study is so attractive to the children, and very few things are, in my judgment, more practical and profitable. I recommend that drawing be hereafter made a part of the regular course in the Primary Schools. The expense to each scholar will be trifling. The teachers would be greatly profited by some instruction in the proper method of teaching. We are fortunate in having upon our present corps of teachers a lady who has taught drawing elsewhere with success. It would be well to engage her to give, this ensuing spring, a short course of lessons to the regular teachers in the methods of teaching. Contracts with Primary School teachers should require attendance on these lessons.

All the schools in town are now in such a condition that a vigorous effort for the next two years to improve them will be rich in good results; while a failure to persevere in an upward course will inevitably destroy much of the value of what has been done. The appropriation now made by the town for the support of the schools is not to be complained of, when we consider the population and the valuation. The scattered state of the population makes it necessary to support a larger number of schools than is usual in other towns of the same number of inhabitants. If, then, we wish to have equally good schools, we must raise a larger sum in proportion, to give to each school its proper support. These are times of financial trouble; but

I hope that this town will never practise the penny-wise and pound-foolish policy of retrenching first in school expenses.

Sub-Committee.—NICHOLAS P. GILMAN.

WEST BRIDGEWATER.

Attendance.—As the law stands, the school committee have the authority to appoint truant officers, who shall inquire into all cases of absenteeism. The fact that we have no truant officers in the town has less connection with our percentage of non-attendance than might be supposed. To convict a child of truancy in a country town, is next to an impossibility; for the most confirmed cases of irregular attendance are directly due to parental encouragement, and hence excuses most candid and reasonable are not wanting whenever an investigation is attempted. Of these excuses, ill-health takes the first rank; and next, that elastic conscientiousness which “cannot approve of the teacher.” The conscientiousness which does not enforce attendance upon the school because the teacher is deficient in qualifications or in tact, has no hesitation in subjecting children to her pernicious influence, provided they are willing to go to school! Again, the care which has been known to keep children from the school for alleged ill-health, did not extend to any sanitary precautions while at home. There is little danger here of confounding the exercise of rightful parental care with the injudicious neglect instanced by these cases. The slipshod attendance referred to never results from oversight and care, but has its twofold source in ignorance and thoughtlessness. In the words of the law, “children having no lawful employment or business, not attending school, and growing up in ignorance,” are liable to the charge of truancy. There are children in the town who come under this class, temporally at least, but are yet beyond the reach of any influence strong enough to make them participants in the benefits of our schools. It is more than doubtful if any law can be framed to reach cases fostered and sheltered by parental neglect, excepting that of compulsory attendance. Nothing less than a law like that of the German States can save these children from the purposeless future of an ill-directed childhood. When parents are recreant to their duty, it remains for the State to discharge the trust. The future of national character is but an empty name till America becomes the mother of her children; and for strong-armed guidance, not for effeminate indulgence.

School Studies.—Personally, we should be glad to take the study of grammar, as found in the text-books, out of our school course. Time spent on it is worse than wasted; for accomplishing little in the direction of its professed aim, it does blunt the natural acumen of the

child's mind. Very few children are capable of assimilating the momentous fact, that "the subject represents the object of which something is said." If inward conviction, among the majority of teachers, had candid expression, there would be but one verdict as to the utter worthlessness of this study, as it is now presented to the children of our Common Schools. The study of grammar, in its present condition, is merely a farce consecrated by precedent. It will not bear the test of that incisive question, "What is its use?" The more truly cultured our teachers are, the more helpless they feel to meet this problem according to its old-time solution.

Test Exercises.—At the commencement of the past school year, the following notice was put into the hands of the teachers:—

1. Teachers are expected to prepare for every two weeks of school a set of review or test questions, covering the topics studied during this time, for all classes qualified to answer such questions in writing. Pupils will not receive previous notification of the days on which these tests shall be taken. Teachers will instruct pupils to find their own percentage of scholarship. The teacher will ascertain the percentage of each class, and, at the close of the school term, the average percentage of each class, and report the same to the superintendent. The number of questions in any test shall not exceed fourteen.

2. Teachers in the Primary Schools, and of Primary scholars in the mixed schools, will have daily exercises in sentence-making, and will insist upon neat and legible printing or writing of such sentences upon paper, slates or blackboard.

3. In teaching reading, teachers are requested to follow as nearly as may be Prof. Monroe's suggestions prefacing each reader, and so far as practicable have daily class exercises in consonant and vowel sounds, separately, and combined in sound-spelling. Attention will also be given to defining words, and pupils required to illustrate the use of words which they define in sentences of their own.

4. An exercise in mental arithmetic from Walton's charts, is expected daily in all the schools.

The superintendent wishes to thank the teachers for their cheerful coöperation in introducing the test exercises and the exercises in sentence-making, as well as more thorough methods of teaching reading. The ultimate success of such experiments rests almost wholly with the teachers, and in this instance a most unselfish zeal was brought to the work, notwithstanding the increasing inroads it made upon the time out of school hours. This harmonious and enthusiastic spirit has been the spontaneous outflow of individual resolve to do the best work possible for the children. So universal has been this spirit, and so far removed from any narrow aim of personal achievement, that the superintendent is bound to grateful recognition of its vitalizing influence.

For the Committee.—MARY A. THAYER.

SUFFOLK COUNTY.

BOSTON.

Sewing in the Schools.—The remarkable success which has attended the experiment of extending instruction in sewing to all the classes of the Winthrop School, in place of limiting it, as the rules prescribe, to the fourth, fifth and sixth classes, is a subject for sincere congratulation among the friends of a comprehensive education. It furnishes an illustration of the principle long known among enlightened educators, that a change from mental to manual exercises, within limits, is favorable to the best intellectual attainments; for the children of the Winthrop School have surpassed their former standing in scholarship, while they have gained in addition a most useful accomplishment. We believe that the thorough education of our girls in sewing and the cutting and making of garments, as now carried on by the Winthrop School, will have a marked effect upon the domestic economy and happiness of the rising generation, and we trust the movement thus skilfully and successfully begun, will not stop until all our Grammar Schools containing girls are in complete accord with it. The committee appointed by the board to investigate this subject, having consulted both the masters and sewing teachers, have reported in favor of introducing instruction in sewing into all the classes of the Grammar Schools where girls are taught. We heartily commend this report, and hope their recommendation will be adopted.

School Committee.—WILLIAM T. ADAMS, *Chairman*; GEORGE L. CHANEY, CHARLES J. PRESCOTT, GEORGE F. EMERY, DAN S. SMALLEY, GEORGE B. NEAL.

LATIN SCHOOL.

The committee deplore an obstacle which they have found continually in the way of that success which they have been unremitting in their efforts to secure. Experience has shown that an overwhelming majority of parents who wish their sons to receive a liberal education, are unwilling to defer those studies which are necessary for admission to our Colleges, till they have reached the age and acquired the proficiency demanded for admission to the Latin School. The result has been, that many of the heaviest tax-payers in the city have been compelled to bear their share of the burden of supporting the Public Schools, without deriving any advantage from them, as they have been obliged to put their sons under the charge of private teachers, at great expense. This condition of things the committee have thought just

neither to the parents nor to the school. By the regulations of the school board, only a head-master and masters could be appointed to the school, which necessarily made the expenses much in excess of any other of the High Schools. It seemed to the committee exceedingly important that this difficulty should be overcome. If a change in the age and requirements for admission were made to meet the wishes of this larger number of parents, it was manifest that it would be no longer necessary to employ teachers at this great expense. Consequently, application was made to the board, and permission granted, for the appointment of sub-masters and ushers, at reduced salaries, and that the number of pupils assigned to each teacher should be increased. In advising this change, the committee felt confident that at last they had secured for the school that arrangement of studies, and those methods of instruction, which should place it in the front rank of schools of its class, notwithstanding it has difficulties to contend with from which the incorporated Academies are exempt. In them, if a scholar be found to be incapable of making fair progress in his studies, or is unwilling to exert himself properly, the government of the Academy notify his father that his connection with the institution must cease. The Latin School has no such means of relief, the law of the Commonwealth compelling the school to retain the name of the pupil upon its register, however idle he may be, or however incompetent to grasp the studies pursued by his school-mates. Still, with the proposed changes in the qualifications for admission, the instructors are sanguine that the school, now that its course of study has been enlarged, will meet every demand of the parents and of the public.

For the Committee.—HENRY S. WASHBURN, *Chairman.*

GIRLS' HIGH SCHOOL.

It is too apparent to any one at all familiar with this or any similar school, that the method of appointing teachers, hitherto adopted, is intrinsically and radically wrong, and that the rules and regulations of the school board requiring a general examination of applicants in the whole range of modern High School studies should be essentially modified, so far as they apply to appointments of teachers in the High Schools. So long and so far as this false system is required and adopted, it is vain to expect the most thorough qualification in any one study. The requirements of a modern education have so far multiplied, and the range of studies has been so far enlarged of late years, that it is beyond the limits of the human mind to master them all equally well, and the most eminent scholars and scientific men are those who adopted and adhered to some specialty, to the partial neglect and exclusion of other branches of human knowledge. The well-known maxim, "Beware of the man of one book," is becoming more

and more forcible. Strength and efficiency are to be sought for in the direction of concentration, and weakness follows diffusion of effort.

We ought to be able to secure the same high and unquestionable culture in one or more special branches or departments to be taught, that is now secured by appointments of the same character at the Massachusetts Institute of Technology, or at Harvard, or any other first-class College, and no High School will ever realize its grand possibilities while its appointments are based on a limited knowledge of a little of everything. However strenuous the effort may be to recognize this special or departmental employment of teachers, appointed in this way, giving them only one or two studies to teach, it is too much to expect them to teach these thoroughly well, unless they happen to have been the ruling passion and pursuit of their lives, and it is unreasonable and vain to expect to find this, with the imperative necessity of broad general acquirements impending over every candidate for such positions. Now the practical application of this suggestion would be, to authorize the committee, whenever a vacancy or the necessity of a new appointment may occur, to elect a special teacher of Latin, a special teacher of mathematics, a special teacher of modern languages, or such other as the case may require.

One of the most prevailing deficiencies to be observed in the pupils coming from the Grammar Schools, especially among those that come at the minimum age recognized by the rules of the board, is the want of development of the thinking and reasoning faculties. This characteristic is so general and so striking, as to lead to the conclusion that there must be something wrong in the system on which they are taught. If it should be found, on careful investigation, that the memory has been trained too exclusively, to the neglect of the power of thought and reason, it would suggest the inquiry as to whether that faculty is especially to be considered in a course of training for real mental discipline. Pupils entering this school will often pass an excellent examination in studies requiring only a quick memory; but the moment they are put into studies requiring thought and some maturity of mind, they fail entirely, and have to be dragged along at the foot of the class, unable to derive any benefit whatever, simply because such studies are above and beyond them. In other words, certain studies that must constitute an important part of any High School course, require a certain development or mental maturity which ordinarily comes only with years.

For the Committee.—CHARLES L. FLINT, *Chairman.*

BOSTON NORMAL SCHOOL.

If the Normal School could at once be placed in condition to accomplish all of which it is capable, it is believed that two results would be

realized : aside from the thorough preparation of young teachers, the general tone of all the schools would be elevated, and the quality of their work improved. As another result, a large part of what is now known as "special instruction," and which, from no fault of the special instructors, but from the nature of the case, must be unsatisfactory, would be transferred to the Normal School, where the work now sought to be accomplished would be much more satisfactorily done, and at a saving of thousands, if not of tens of thousands of dollars to the city.

The committee would suggest that in the selection of inexperienced teachers, such preference be given to the graduates of the Normal School as shall encourage, more generally, special preparation on the part of all who expect to become teachers. For the purpose of encouraging such special preparation, the committee would recommend that the fact of honorable graduation from the Normal School be regarded, in the schedule of salaries, as equivalent to an experience of one year in service.

No mechanic would employ a graduate of our High Schools, who had never used tools, and place him at once upon regular work at full pay, and, if he should, he would find his business declining as soon as his patrons found into what hands their orders were placed. Any family would smile at the audacity of a graduate from our highest schools, or from Harvard College, who should seek its patronage as a physician, without special study for his profession. Nor is study enough ; the young physician must somehow contrive to get experience before even his neighbors and his best friends will trust themselves or their children in his hands. So with the young lawyer ; he may have his portfolio filled with diplomas from all the schools, and from the best Colleges, but unless he has studied *law* he will go to the almshouse, or worse, before he gets his first client. So also of the clergy. Young men from our Public Schools and Colleges do not get settlements. So, too, of the nurse, who initiates our children into their first few weeks or months of life. She must have had special and careful preparation. Even "Bridget" must come with a recommendation, or, as she very significantly calls it, a "character" from previous employers, and then she serves her first week or month on trial before she is admitted to "full standing" in the kitchen.

It is only in the selection of teachers for our children that no questions are asked beyond the facts of good character, good scholarship, and a pleasing address. The candidate may know something or nothing of mental philosophy and the laws of mind development ; something or nothing of the history of education or of the school laws of even his own State and city ; something or nothing of the best methods of instruction, or the nature and methods of discipline,—

questions which have engrossed and taxed the best minds of England, Germany, and our own country. Of these things we do not question. That our schools are not better is no wonder. The wonder is that they are so good. By raising the standard of special qualification for the office of teacher, the committee hope to do something for the thousands and tens of thousands of children whose interests are placed so confidently in the hands of the school board, and something for the future of this city, and of the wider community of which these children are soon to be a part.

For the Committee.—CHARLES HUTCHINS, *Chairman.*

Drawing.—Those persons who are so far behind the present age as to look upon drawing as an accomplishment, may, nay will doubtless, consider the annual expense of teaching it in the Public Schools as extravagant; and from their point of view we most heartily agree with them. We, however, as heartily disagree with them from our point of view, and do not fear a condemnatory verdict from the men who know how important the study of drawing is to the advance of the best interests of a great manufacturing State like Massachusetts. Many of her children in the Public Schools must hereafter win their daily bread by trades and professions which demand an elementary knowledge of the arts of design, while the artisans and mechanics who avail themselves of the opportunities for instruction in freehand and instrumental drawing, so freely offered to them in the evening schools of the city, acquire a knowledge which will double the value of their labor in the market. With these material advantages, which all can appreciate, the study of drawing unites others, both physical and ethical. Into the first category enter those advantages to the body which are procured by the exchange of studies or labors of a drier or more fatiguing nature, for an attractive employment, which, by freshening the mental powers, induces a more healthy physical condition. Into the second category enter those advantages to the moral nature which arise from the eminently refining influences of art upon all who are in any degree led to study it. Such study superinduces a love of nature, and the pleasure derivable from it, as from art, which, as Emerson admirably says, is “nature passed through the alembic of man,” is of the purest and most elevating character.

Most people walk through the world as do those “who have eyes and see not”; for “sight is a faculty, seeing an art.” The myriad beauties which lie around them are hidden from their sight, and they are thus deprived of infinite sources of enjoyment which the study of form and color in nature and in art would reveal to them. From these premises we draw the conclusion that few studies offer such various advantages to the young as that of art, since it promotes their physical,

moral and intellectual growth, and at the same time increases their material prosperity. The study of art can be pursued only to a very limited degree in the Public Schools ; but even this, if thorough as far as it goes, will enable the student to continue it, if he has leisure and inclination to do so, with a hope of success which he could not have, had he not been well grounded in the elementary branches.

If, then, we give due weight to the above-mentioned reasons why drawing should be made a branch of public education, and know that to teach it under the present system costs the city about two mills a day for each scholar, we shall hardly consider the total expenditure extravagant.

There is, in point of fact, but one branch of study pursued in the Public Schools which offers a fair comparison with that of drawing, as bearing upon the question of relative expenditure. This is music which, like it, is stigmatized by some persons as an accomplishment, and therefore objectionable. Of the two, drawing should meet with most favor, as being the more important branch of public education, on account of its bearing upon industry. We heartily advocate the study of both branches, and therefore cannot be suspected of any invidious motives when we point out that in expenditure for permanent material it has cost much more to establish the study of music than it can possibly cost to successfully introduce drawing in all the schools.

Every year sees the teachers of the Public Schools better able to give instruction in the elementary branches of drawing, and the desired end of throwing the burden of art instruction into their hands is thus being gradually approached. When that time comes, it will be possible to reduce the staff of special instructors in some degree, provided that those who continue in office have over them an efficient and highly competent head, such as they have now in Mr. Walter Smith, whose invaluable services it is hoped may long be retained.

For the Committee on Drawing.—CHARLES C. PERKINS, *Chairman.*

Vocal and Physical Culture.—Permit me to urge a further consideration in favor of more thorough instruction in vocal culture. The art of the orator or reader rests upon the same foundation as that of the singer. Music, illustrative reading and declamation have the same root. In each the ear controls. With a correct ear for musical intervals, the inflections and cadences of expressive speech are readily apprehended. It is noticeable among pupils that the best-trained ear for nice musical distinctions becomes the best reader of emotional language.

Now, in no other schools in the country is there given so thorough musical instruction as in the schools of Boston. And the result of this steady appeal to the ear is very marked, in an improved quality

of voice. It has already nearly banished from our schools the "nasal twang" once our reproach, and softened the harsh, throaty quality so noticeable in the average New Englander. Your committee will pardon the suggestion that, if it be wise to employ four or five teachers to lay such an excellent foundation for a good musical voice, it is no less wise to add to this culture that of a correct and expressive use of the voice in reading and speaking.

For the Committee.—PROF. MOSES T. BROWN.

SUPERINTENDENT'S REPORT.

The Boston Normal School.—If the history of the Normal School teaches anything, it is that the school is now established upon the proper basis.—that of an independent professional school. Its power for good to the city of Boston is almost unlimited. Last year it sent out over fifty young ladies, mostly graduates of our Boston High Schools, who had devoted a year to earnest study to prepare themselves for the work of teaching. A large class will go out this year. It has been thought wise to leave many of the details of the future of the school to be developed after its continuance should become a fixed fact. This point being now settled, it is to be hoped that the committee having the school in charge, and the head master, will immediately perfect their plans for the organization and work of the school, with reference to its sphere of enlarged usefulness. In maturing these plans, it is well to remember a few principles that are now well settled in the minds of all intelligent educators. One is, that a Normal School is entirely different from every other school. It has been compared to professional schools of law, medicine and theology. But while these schools teach particular sciences, it is the business of the Normal School to go farther, and to teach how to teach sciences. Another principle is, that learning a truth, and learning how to communicate that truth, are distinct processes. The latter, when skilfully performed, implies an analysis of the process of acquisition of the acquiring mind. Another important principle is, that a thorough preparation for the work of teaching requires both science and art, both theory and practice. A knowledge of mental science, so exhaustive as to include all the laws of the mind's mature manifestations and of its orderly development, is valuable to the teacher only so far as it can be applied in the actual practice of his profession. A Normal School, then, to be successful, needs teachers of ability, learning and skill; but it needs these no more than schools for observation and practice. The one is just as essential to its highest usefulness as the other.

The next thing, then, to be done by the school board is to locate the Normal School in some district where the pupils can have an oppor-

tunity to spend a portion of every day in seeing and in participating in the application of the principles they are learning, in the actual teaching of classes in all grades of the Primary and Grammar Schools.

Of the hundreds of Normal Schools scattered all over the principal countries of Europe, I will venture to say that there is not one to be found which has not connected with it a school for the observation and practice of the teachers in training; many of the European Normal Schools have two practising schools, one graded and one ungraded, so that the Normal pupils may learn practically how to organize and teach both kinds.

I would suggest that provision be made in connection with our Normal School for the further improvement of such teachers already in the employment of the city, as desire or need a better preparation than they possess, for instructing in some particular branches. Arrangements might be made at a trifling expense, and perhaps without any additional expense whatever, whereby teachers could receive, on Wednesday or Saturday afternoons or evenings, special courses of lectures and instruction in the different branches they are required to teach.

There is another consideration in connection with the management of this important institution, which deserves the attention of the board. I refer to the necessity of making some provision to encourage attendance on this school. If young ladies who have only graduated at our High Schools are appointed to situations as teachers just as readily and on the same footing as those who have added to the High School course a year or two of special study and practice in the Normal School, it is obvious that the usefulness of the Normal School will be greatly crippled. How this encouragement can be best applied, is a practical question on which there may be a difference of opinion. But that some discrimination should be made in favor of the Normal graduates who, to a complete general education, have added a thorough course of professional study, seems to me both reasonable and desirable.

Truant Officers.—By the action of the last legislature, several changes were made in the laws respecting compulsory attendance at school, and the duties of the truant officers were considerably enlarged. There are now four distinct statutes, the execution of which is imposed on the truant officers, namely: 1, the statute relating to truants and absentees; 2, respecting the non-attendance of children between eight and twelve years; 3, relating to children employed in manufacturing establishments; and, 4, relating to neglected children. These statutes, as recently amended, have been printed in a convenient form for the use

of the officers. The officers have been punctual, and I believe faithful, in making their reports. They are well qualified for their duties, and manifest a good degree of earnestness in the discharge of their duties.

In a large city it is extremely difficult to execute the law respecting the non-attendance of children between eight and twelve years of age, without the aid of some new instrumentality. The truant officers have no means of knowing the whereabouts of those non-attendants, who are not found wandering about the streets and public squares. What is needed is a register of the names, ages and residences of all children of the prescribed school age. Such a register is found necessary wherever compulsory education is fully carried out.

Studies.—I often hear the opinion expressed by well-meaning but not very competent critics, that our children have too many studies. Some of these critics would have only the three R's taught—to other people's children; for their own, they might admit that something more would be of some utility. In what I say here I do not refer to High School studies, but to the studies of the Primary and Grammar Schools.

During the past year I have made a thorough study of the systems of elementary education in all the most advanced countries in the world, and I find nothing in all this investigation to justify the flippant criticism which we hear about the multiplicity of studies in our elementary courses of instruction. If our programmes are wrong in this respect, then all the most approved systems in foreign countries are also wrong,—systems which are the result of generations of experiments, and of profound study. No, there is not a single subject of study that can safely be stricken out of the programmes of our Grammar and Primary Schools. The trouble is not in the excessive number of subjects of study; it is in not knowing yet just how to gauge and handle all the subjects in the proper manner. But great and most commendable progress has been made in this direction. I remember when many Primary teachers opposed the grading of the Primary Schools, and the reason was that they did not see how to utilize the great advantages of gradation. As soon as this was demonstrated, there was no longer opposition to the measure. And so, when the true nature and relative importance, and the right mode of handling each subject are properly understood, there will be no trouble about the number of subjects at present prescribed.

Vocal Music.—It is not claimed for vocal music that it is one of those branches of education which are sometimes barbarously denominated "bread-and-butter" studies. It cannot, in fairness, be reckoned among money-making instrumentalities. It cannot be pretended that

it is a "thing that pays," in the Yankee sense of the phrase. But as soon as education is recognized as a means of cultivating the heart and the intellect, of forming character, there is no longer any thought of excluding from the curriculum instruction in vocal music as a useless accomplishment. My advocacy of music as a branch of education is based on my high estimate of its utility as a means of culture. Experience proves, that, if rightly managed, it is a help, rather than a hindrance, to other studies. That our schools have made remarkable proficiency in vocal music, is beyond a doubt. I have been unexpectedly convinced, by personal observation, that the musical instruction given in all grades of our Public Schools is at least equal in excellence to that given in the Public Schools of the most cultivated cities of Germany, where this branch of education has received more attention than in any other part of the world. And yet the work of developing, systematizing and perfecting this instruction in music has been accomplished mainly within a recent period. Vocal music has, it is true, been recognized as a regular branch of instruction in our Public Schools ever since 1838, when it was first introduced by a vote of the school board; but during the subsequent period of nearly twenty years, its progress was slow and unsatisfactory. All along there was more or less opposition to it on the part of those members of the board who took narrow views of the scope and aims of education; the provision made for teaching it was inadequate, and the standard of attainments aimed at was what we should now regard as very low. Regular instruction in this branch was not attempted either in the High or Primary schools; and even in the Grammar Schools it was limited to the pupils of the two upper classes, who received two weekly lessons of half an hour each. One music-master was annually appointed "to provide teachers of singing, and superintend the same," for which service he was allowed a certain compensation for each school taught. This plan of management had at least the merit of unity to recommend it; but after it had been in operation about eight years, it was superseded by a "double-headed system," the schools being divided between two music-masters, who were allowed to employ their respective assistants. This was undoubtedly a step backwards, and in two or three years it was followed by a still greater stride in the same direction. The committee on music was abolished, and the sub-committee of each school was authorized to nominate a teacher of music for the school under the charge of the same. This sporadic arrangement was not attended with success. Some of the teachers employed were capable, and others incompetent. There was no prescribed programme of instruction, no harmony of methods, and no uniformity of text-books, no classification, and in fact no system. The results attained were exceedingly meagre. Rote-singing of simple melodies was about all

that was accomplished. Part-singing was not attempted, and the execution of classical productions was not thought of. In the meantime the Normal School had been established, and soon afterwards converted into the Girls' High and Normal School, and vocal music was incorporated into its course of instruction. But even here no very marked advance was made on the results produced in the Grammar Schools, although singing in two parts was practised to some extent. Such was the state of things in 1856. The reform was begun by the appointment of a special committee to take into consideration the subject of music in the Public Schools, and report thereon. The capital recommendation of the special committee was that of providing for a standing committee on music, charged with the duty of exercising a general supervision over this department of instruction in all the schools, of nominating the music teachers, and of making semi-annual examinations in this branch, and reporting thereon. This recommendation was adopted, and it went into operation in 1858. Thus the instrumentality was created which rendered possible the progress subsequently achieved. In 1861 the chairman of the music committee presented to the board an elaborate report, in which he outlined the essential features of the system of musical instruction as it now exists. But in attempting to carry into execution the proposed improvements, formidable obstacles were encountered. At length, in 1864, an important step was taken towards the realization of the proposed plan, by creating the office of supervisor and teacher of music in the Primary Schools. The committee had the good fortune to secure for this post Mr. Luther W. Mason, a teacher of large experience, an enthusiast in the work, a man of the rarest genius for teaching children, a student of pedagogy, with a spirit of self-sacrifice that constantly reminded me of the career of Pestalozzi, — thoroughly acquainted with the best things that had been thought and said and done about teaching children vocal music. This appointment soon offered an instructive illustration of the difference between the results of paper regulations and the work of a live man. His business was to secure systematic teaching of singing in all the classes of the Primary Schools, by instructing and supervising the regular teachers. It was a rather difficult task to make the teachers comprehend that they were really to do the teaching. No doubt it seemed to most of them, not merely difficult, but impossible. But the work was done, and admirably done. Still there remained the great break in the system between the Primary Schools and the upper classes of the Grammar Schools, the paper regulations, directing the teachers in this wide field to take up and carry on singing, without lending them a helping hand, having utterly failed to accomplish the object intended. In 1868, the right man was found, and placed in this large department, as supervisor and teacher, Mr. H. E.

Holt, whose great merit justly entitles him to an honorable mention in this sketch. Taking up the pupils with the admirable training they brought from the Primary Schools, by his well-directed, systematic and efficient, but quiet and unostentatious labors, he soon, with the hearty coöperation of the teachers which his tact secured from the first, carried the musical instruction, in all the four lower classes of the Grammar Schools, up to a high standard of excellence. In the meantime, Mr. J. B. Sharland, a most energetic teacher, who had long done efficient service in the upper classes, in connection with other teachers, was made the sole teacher and supervisor of this department, where the regular teachers as yet were not required to assist, and Mr. Julius Eichberg, an artist of broad and thorough culture, as well as an excellent teacher, was made general director of music in the Public Schools and instructor in the Girls' High and Normal School. The organization, as originally recommended by the committee, was thus completed, and in due time the instruction was carried into all the High Schools. As the territory of the city was extended by annexation, some assistance was afforded the supervisory teachers. In connection with the steps of progress above mentioned, programmes of instruction for the several grades had been sketched out and gradually perfected, until they have come to form one complete and harmonious system, adapted to all the stages of school-life. For years Mr. Mason was engaged in the preparation of his music charts for the Primary and Grammar schools, which, after many experiments, and overcoming difficulties which would have discouraged most men, he finally brought to their present unrivalled excellence. Without this instrumentality, it is difficult to see how the instruction could have been carried on as it has been. They have immensely augmented the teaching power, and diminished proportionally the teaching expense.

One important work yet remained,—the preparation of a series of musical text-books, and a teacher's guide. Happily, this task has lately been worthily achieved by the combined talents of the director and departmental supervisors, each bringing to the work the qualifications of a master in his own special sphere.

The most remarkable fact in connection with the progress of musical instruction in our schools, is the success of the plan of requiring this branch to be taught by the regular teachers. In the Primary Schools, and in the four lower classes of the Grammar Schools, they are to occupy ten minutes in each of the six school days of the week, in teaching this branch; and in the two upper divisions of the Grammar Schools, ten minutes in each day of the week, except Wednesday and Saturday. In the latter classes, this instruction is supplemented by a weekly lesson of thirty minutes by the supervisor.

The following is a summary of what is taught in the four departments :—

Primary Schools.—The preliminary exercises are,—

1. A proper position of the body.
2. The right management of the breath.
3. A good quality of utterance.
4. The correct sound of the vowels.
5. A good articulation.
6. An intelligent expression of the sense.

Beginning the instruction with rote-singing, the first six sounds of the G scale only are attempted at the outset. After the voice has been practised in this compass, it is extended upwards and downwards to a judicious degree. Musical phrases of easy rhythmical structure are next taught in double and in triple time, the rote-method being still used. Then comes instruction in the different kinds of notes and rests, in the nature of quadruple and sextuple time, in the manner of beating the same, and in accentuation, with a “mild indoctrinating” into the mysteries of the chromatic scale, so far as the simple change from the natural into the keys of G and F major is concerned. And finally, the pupils are taught to describe by its intervals the major diatonic scale, etc.

Lower Division of Grammar Schools.—At the end of this course the pupils can readily sing in plain three-part harmonies, and should understand all signs and characters used in musical composition, and be able to comprehend and read at sight any of the music found in our ordinary collections of psalmody.

Upper Division of Grammar Schools.—In the report of 1872, it is stated that this division had made good progress in the following subjects: Musical theory, purity of tone, distinctness of articulation, time, rhythm and accent, the dynamics of music, reading at sight, and singing under the baton.

High School Department.—The instruction here includes cultivation of the voice, theory and harmony, practice in singing at sight, and practice in part-singing. Some knowledge of musical composition is imparted, and information is given concerning the nature and character of orchestral instruments, with sketches of the lives and chief works of the great classical composers. “In order to cultivate the taste in early life, to direct it to that which is purest and truest in music, only the works of the best masters are studied. These are carefully analyzed before putting them to practice; their course of modulation as well as their general construction is explained.”

Normal School.—In this institution, which now has an organization separate and independent of the Girls’ High School, where female

teachers are trained for the Primary and Grammar schools, a thorough course of instruction is given with a view to enable the graduates to understand and teach the subjects comprised in the programmes of music prescribed for the several grades of instruction.

Thus, while in 1856, twenty-five years after the first attempt to introduce such a branch of instruction into our schools, and eighteen years after it was introduced, singing was indifferently taught in classes comprising only a fraction of the pupils in the schools; now, a thorough, systematic and progressive course of musical instruction is given to *all* the pupils of our Public Schools, commencing with the children of five or six years of age, on their first entrance in the Primary School room, and ending with the graduating classes of our eight different High Schools. And, besides, a special course is given to the pupils in the Normal School, to qualify them as teachers of this branch. The excellence of the plan is seen in its simplicity and in its efficiency.

Many agencies have contributed to bring about all these results, and place our city in the front rank in respect to this branch of education. The chairman of the special committee above referred to, who was also the first chairman of the music committee, deserves much credit for the bold and energetic manner in which he inaugurated the progressive movement. But Dr. J. Baxter Upham, who was an original member of the music committee, and its chairman for thirteen years, has been the master-spirit in this achievement. Before retiring from the service, he had the satisfaction of seeing his judicious, laborious and practical efforts crowned with complete success.

Drawing.—The nature, objects and utility of drawing, as a branch of education, are as yet but very imperfectly understood and appreciated in this country. It is still very generally regarded as an ornamental study, of little use in practical life, which may be allowed to pupils who have time on their hands after having acquired a competent knowledge of what are ignorantly deemed more useful subjects. If, recently, more has been done in this community than in previous years to promote instruction in drawing, it is because it is beginning—only beginning—to be seen that it is an essential branch of general education in all its degrees, and also the foundation of all technical and industrial education; that it is a thing in use in every department of business and in every condition in life; that it is in itself an expressive language, easily depicting to the eye what no words, however well chosen, can represent; that it is the best means of cultivating the power and habit of accurate observation, and of developing the perception and the love of the beautiful in nature and in art; that it is indispensable for the architect, the engraver, the engineer, the designer, the draftsman, the moulder, the machine-builder, and the head-mechanic

of every craft; that it gives a training to the eye and hand which everybody needs; that it is a special help in teaching writing, as expressed in the Pestalozzian saying, "Without drawing there can be no writing"; that it is calculated to afford invaluable aid to the inventive genius of our people; that it is an instrument for illustration in teaching which should be in every teacher's hands; and that, if properly taught, it more than compensates for the time it takes in facilitating instruction in other branches. As instruction in drawing, in its relations to the development of the human faculties and to the promotion of industrial interests, comes to be more fully understood, it will doubtless meet with less opposition. While I would advocate the claims of this branch, first and foremost, on the high ground of its value as a disciplinary instrumentality, as a means of general culture, as affording a training necessary and desirable for every individual without regard to his destination in life; yet its positive value in dollars and cents to a people like ours, largely devoted to industrial pursuits, is by no means to be ignored. It is well known that in England the value in manufactures has been immensely augmented by means of the system of art-education which was inaugurated in that country about twenty-five years ago. And the best of our authorities in industrial science now agree in the opinion, that Massachusetts cannot maintain her prestige as a manufacturing State without the aid of art-culture. The only adequate basis of the needed art-culture is a thorough system of drawing taught in all Public Schools.

As one of the results of Mr. Mann's report on foreign education, the school committee of Boston, in 1848, placed the word "drawing" on the list of Grammar School studies. As the teachers were almost universally ignorant of this branch, and as not the slightest provision was made for teaching it, either in the way of a programme, textbooks, or special teachers, next to nothing came of this action. The prevailing ignorance in regard to the subject was only equalled by the indifference respecting it. If a progressive teacher tried to get up a little drawing in his school, he was likely to get for his pains a gentle rebuke from his committee, and some blame from his fellow-teachers.

At length, special teachers on drawing, on very small salaries, were appointed for the High School and Girls' High and Normal School, at the time of the establishment of the latter institution. This was the first practical step towards securing instruction in drawing; but for a long time only the most meagre results were produced in those schools, owing to the apathy on the subject which the special teachers had to contend with. In the meantime, "drawing on slates" had been set down among the requirements in the Primary Schools. But when I made my first official circuit of visits to those schools, the use of a slate in them, for any purpose, was an exceptional phenomenon, and

not a line of drawing was discovered. Thus it will be seen that, in 1856, we could barely be said to have made a beginning in two High Schools, and not even so much could be said for the Primary and Grammar Schools.

The Boston Primary School drawing-slates and tablets were soon after prepared by me, simply because there was at that time absolutely no apparatus to be had at all suitable for the purpose of instruction in drawing in the Primary Schools, where the foundations ought to be laid. In justice to myself, I beg leave to say here, that I received no pecuniary benefit from the use of these things in the Boston schools. They were very slowly introduced, at the option of the district committees, as they were requested to do so by the more enterprising and capable teachers; and the use of them did not become general and effective, until it was made obligatory in the new programme of studies, which was adopted in 1864. Just before this, Mr. Bartholomew's books were introduced into the Grammar Schools, and so there was now in operation a graded system from bottom to top. It was very imperfect, no doubt, but it was a real beginning. There was a programme and there was apparatus in the Primary Schools; there was a series of books, not without merit, assigned to the Grammar Schools, and there were special teachers for two of the three then existing High Schools. Drawing was gradually growing in favor. The new programme for the Grammar Schools, which went into operation in 1868, laid down a graded course of instruction in drawing in those schools. And Mr. Bartholomew, the special teacher in the Girls' High and Normal School, who had labored faithfully to create an interest in drawing, held voluntary meetings in different parts of the city, for the purpose of illustrating his method of teaching.

As the reform in music began by the appointment of a standing committee on the subject, to defend it and look after its interests, so in this movement the same plan was adopted. There was, of course, a battle to be fought before a standing committee on drawing could be agreed to; but it was finally appointed, and it entered upon its work vigorously early in 1870. Its hands were strengthened and its duties increased by the legislative Act of the 16th of May, making the teaching of drawing obligatory, and requiring Industrial Drawing Schools to be set up in all the cities and towns in the State having 10,000 inhabitants and upwards. The former of these provisions had already been anticipated in Boston. Fortunately, the facilities afforded by the Massachusetts Institute of Technology, both in respect to instructors and accommodations, rendered it practicable to open evening classes in industrial drawings on a liberal scale. Eight teachers were employed in the efficient departments of freehand and mechanical

drawing; the whole number of pupils instructed was about 500, the average attendance being 380. The cost for the season amounted to \$6,014.84.

The drawing committee, in their first report, say: "The great success which has attended the efforts of the committee on music to make each teacher a competent instructor in that art, convinces us that we must have the same system in drawing." As many teachers neglected drawing in their schools, under the plea of want of time, the board adopted an order requiring one hour a week to be given to its instruction in the Primary and Grammar Schools. Thus the organization and plan of management, as it now exists, were completed, with the exception of a general director and supervisor. The results of this year's labors under this system were presented on the 30th of April, 1871, in the first exhibition of drawing, which was held in Horticultural Hall. All the work exhibited was taken from regular class exercises, which had been done without any expectation of an exhibition. The result showed very gratifying progress, and greatly stimulated and encouraged the friends of art-education. But in the minds of a few of the foremost advocates of this course, there had been for some time a conviction that our staff of drawing teachers needed a reinforcement from a foreign source, none of them having enjoyed the advantages of a regular training in an art-school, or even of a personal examination of the methods and processes of art-instruction, where it had been fully developed and perfected. This conviction resulted in securing Mr. Walter Smith, a graduate of the Normal Art-School at South Kensington, London, and subsequently art-master at Leeds, as supervisor and director of our system of drawing. Three years ago he entered upon the work of his office, bringing to it copious knowledge of his profession, large experience, and executive ability of a high order. He brought into our service a thorough acquaintance with the experience of England, during the last twenty-five years, in developing a great system of instruction in industrial art. In four ways he has greatly contributed to the progress of drawing in our schools. 1. By diffusing information in respect to the scope and practical utility of drawing. 2. By organizing and conducting efficient Normal training-classes for the teachers of the Public Schools. 3. By reforming the programmes of instruction in all the grades of schools, including the industrial night-classes. 4. By supplying the needed books, examples and models through his publications, purchases and recommendations. Great progress has been achieved, but not without friction and difficulty, owing to the conflict of pecuniary interests, the expense incurred, and the extra drafts made upon the time and strength of teachers.

The regular teachers, as a body, deserve great credit for their earnest

and persevering efforts to qualify themselves for teaching this branch. Their success, as shown in the exhibition of this year, as compared with that of 1871, has been most extraordinary.

The result attained after so many years of effort may be summarized as follows:—

1. A standing committee on drawing.
2. Teaching staff,—general supervisor, seven special instructors, employed as teachers in the High Schools, and local supervisors of drawings in the Grammar and Primary Schools, all the regular teachers in the latter schools, and a part of the teachers in the former qualified to instruct their own classes, and eleven special teachers employed in the Evening Industrial Drawing Schools.
3. Programmes adapted to all classes and grades of pupils, comprising the appropriate subjects, duly arranged and coördinated.
4. Text-books, copies and models adapted to the courses of instruction laid down in the programmes.
5. A completely organized system of Evening Industrial Drawing Schools, with accommodations and apparatus, regulators and instructors. Average number taught last winter, 538.
6. Regularly organized Normal drawing-classes, held on Wednesday and Saturday afternoons, where the special teachers give instruction to the regular teachers, of all grades, in drawing and the art of teaching it.
7. Efficient instruction actually given in all the grades of our schools, from the lowest Primary class to the highest in the High Schools; but further time is needed to bring it up to the standard of excellence aimed at.
8. Four annual exhibitions of drawing have been held, each showing marked progress from year to year.

The following is substantially what is aimed at in the several grades and classes of the schools:—

IN PRIMARY SCHOOLS.—1st year. To learn the names of geometric forms and lines. To draw on slates any simple form the teacher asks for, without being shown. To learn the meaning of terms and expressions used in drawing,—as vertical, oblique, etc.; angle, triangle, etc. To draw simple things from memory and from dictation. All work on slates.

2d year. To learn same subjects as in first year, but make fairly good drawings. To have object-lessons illustrated by drawings. Dictation and memory drawing of geometric patterns. Simple designs made of straight lines and simple curves. All work on slates.

3d year. To learn to draw on paper. A recital, on paper, of what has been learnt before. To learn the names of the geometric solids,—as sphere, cylinder, cone, cube, etc.,—but not to draw them. To draw with readiness from memory and dictation forms previously drawn from copy. To design new combinations from copies already drawn.

IN GRAMMAR SCHOOLS.—1st year. To apply the elements learned in the Primary Schools to drawing; viz., the geometric definitions to geometric draw-

ing, and the definitions and names of solids to model-drawing, the latter from blackboard only, and of curved forms only. Freehand drawing of botanical analyses of plants, giving the common names of parts of leaves and flowers. Simple designs in geometric forms, the latter made with compass and square, thus applying geometrical drawing to practical use.

2d year. To go on with the same studies in more advanced stages, as freehand outline design, geometrical drawing, model drawing of both curved forms and objects bounded by right lines, from the blackboard, or from books; sketches being made on the blackboard by the teacher, and explanations given.

3d year. Advancing to the drawing of ornament and objects of historical character, as Egyptian lotus form, Greek bases, etc., names to be remembered in connection with forms, and to be drawn, when required, from memory.

4th, 5th and 6th years. During the last three years of the Grammar School period the subjects to be studied are freehand drawing and design, geometrical drawing, model-drawing, and freehand perspective, so as to learn the names and expressions used about perspective before taking it up in the High Schools. Half-way through the Grammar School course to take up model-drawing from the solid object instead of blackboard; *i. e.*, at the end of the third year. Dictation and memory drawing occasionally. Design with half-tint backgrounds in fourth, fifth and sixth years (outline design only having been previously drawn). Botanical names and forms to be also taught. Names of colors and first principles of their harmony, complementary colors, etc.

IN HIGH SCHOOLS.—*1st year.* Linear perspective by use of instruments, parallel. Botanical lessons, illustrated by diagrams in color. Lessons in harmony of color by diagrams. Model-drawing from the solid object, in light and shade, half-tint, cross-hatching and stump. Lectures on styles of architecture, without drawings being made, to learn the names, dates, and localities of each style.

2d year. Linear perspective, angular. Design in harmonious colors from flowers and foliage. Drawing from plants in outline. Object-drawing in one color, as fruits, etc., from flat copies and from casts.

3d year. Linear perspective, oblique. Painting from flowers and fruits, from nature. Study of human figure in light and shade, from copies. Drawing foliage, from plaster-casts. Applied design for manufactures, as carpets, lace, paper-hangings, pottery, glass, frescoing, metal-work, etc.

4th year. Lessons in painting, from nature, of landscapes. Drawing from plaster-casts of human figure. Lessons in styles of architecture, and lectures on schools of painting. History and practice of industrial art. Lectures on design applied to manufactures.

EVENING INDUSTRIAL DRAWING SCHOOL.—*Stages and Subjects of Study.* Stage 1. Instrumental drawing, elementary course from copies, and advanced course from real objects or design. Stage 2. Freehand outline drawing of rigid forms from flat examples or copies. Stage 3. Freehand outline drawing from the "round" or solid forms. Stage 4. Shading from flat examples or copies. Stage 5. Shading from the round or solid forms. Stage 6. Original design.

It is very natural that there should be some apprehension that the attempt to do so much in this branch of education would rob other

studies of the time and attention which belong to them. It is of course necessary to guard against this danger. It is a nice point, demanding careful and judicious discrimination, to give to each branch its appropriate share of time and attention. In determining how much time can be spared for drawing, we should take into account, not only its intrinsic value, but also its utility as an aid in other studies; we should consider how much time we have gained by improved methods of handling studies; and we should understand that some other studies—geography, for example—have claimed a disproportionate share of time. The time has come when there ought to be a rule, fixing the time per week to be allotted to each study, or group of studies, so that all may be duly attended to.

The expenditure for drawing, during the year 1873-4, including both day and evening schools, has been \$31,835.52, exclusive of drawing-books furnished to the children.

Physical Education.—In regard to physical education, it is the first duty of educational authorities to take care to prevent all positive injury to the health and bodily development of pupils in consequence of schooling processes. But this is not all that should be aimed at. Strenuous efforts should be made to bring about a physical regeneration of the people, and to regain the ground lost by past ignorance and neglect of hygienic laws. If our progress in this department has not been all that some of us have desired, it has been in some respects not a little gratifying. There has been a perceptible improvement in the physique of our pupils. We see among them fewer narrow chests, crooked spines, and pale faces, than formerly. This improvement is owing, in no small degree, to the measures which have been adopted to improve the hygienic condition of the schools, some of which will be noticed under other heads.

Gymnastics.—In my report of September, 1860, the following language is used: "Of the persons born and educated in our cities within the last thirty or forty years, but a small proportion can be said with truth to possess a sound mind in a sound body. We have but to open our eyes to see physical imperfection and degeneracy all around us. Under the present conditions of city life, at home and at school, a child stands a poor chance to enter upon the career of life having a good physical system, a body healthy, strong, well-formed, and of good size." . . . "The principal remedy which I would suggest is the introduction, into all grades of our schools, of a thorough system of physical training as a part of the school culture. Let a part of the school time of each day be devoted to the practice of calisthenic and gymnastic exercises, in which every pupil shall be required to participate."

This recommendation was referred to a special committee, who submitted a very able and well-considered report on the subject, which is printed with the report of the board for 1861, recommending that free gymnastics or calisthenics be introduced into all the schools, and made an obligatory branch of education. To accomplish the object in view, it was recommended that a standing committee on physical training be appointed, to have the general supervision of the sanitary provisions and arrangements of the schools, and with authority "to appoint and nominate to the board a suitably qualified person to aid and instruct the teachers in the training of their pupils in physical exercises; and that the teachers in all the Public Schools be required to devote a part of each school session to physical exercises, not exceeding half an hour, and not less than a quarter of an hour." It was not until 1864 that this plan was fully carried out.

Prof. L. B. Monroe, an able and accomplished teacher, was finally appointed, who combined vocal culture with physical, and he performed most valuable service for several years. But his influence and labors were far more valuable and effective in promoting progress in vocal culture and in elocution than in gymnastics and physical culture. He prepared an excellent manual of vocal and physical culture, which was adopted by the board, and placed in the hands of all the teachers. So that, although all that was intended in this department has not been accomplished, much has been done. Many teachers faithfully and efficiently carry out the requirements in respect to gymnastic exercises, to the great advantage of the pupils. The all-important point has been gained, of securing a general recognition of gymnastics as a branch of school culture. It remains to be fully provided for and developed.

After witnessing the methods, means and results of gymnastic training in European schools, I am more than ever anxious that it should receive greater attention in America. In Vienna, every modern school-house has its gymnasium, and every school one or more gymnastic teachers,—one hundred and ten special teachers of this branch being employed in the Public Schools of the city. When the importance of physical education comes to be appreciated here as it should be, probably it will be thought expedient to set apart one of the rooms in each of the large school-buildings for gymnastics.

Military Drill.—The subject was formally brought before the board by a petition, headed by Edward Everett, praying that instruction in military drill might be forthwith introduced into the Public Schools for boys. In December, 1863, the special committee to whom it (the petition) was referred, reported unanimously in favor of the plan, and recommended that the experiment be tried in the Latin and English

High Schools, and in the Dwight and Eliot Grammar Schools. The recommendation was adopted early in 1864, and immediately went into operation, under the charge of a newly-created standing committee on gymnastics and military drill. The charge of vocal culture was subsequently added to the functions of the committee. As the result of the experiment, during the first few months, it was decided to discontinue the drill in the Grammar Schools, but to retain it in the High Schools for boys.

During the ten years that have since elapsed, there has been constant progress in this branch. The standing committee is authorized to provide a suitable place and arms for drilling, including belts and swords for officers, and to appoint a drill-master. The time occupied in drill is not to exceed two hours each week. The military organization of the High Schools now comprises upwards of 1,100 boys, including the pupils of the Free Latin School in Roxbury, five battalions and twenty-three companies. There is an annual exhibition of the proficiency of each battalion, which never fails to draw a crowd of interested spectators. To say nothing of the value of this instruction as a means for the preservation of public order and for the national defence, as an educational instrumentality in promoting physical, moral and intellectual culture, it has been signally beneficial. It has proved a valuable, though, perhaps, not a perfect, system of gymnastics; it has developed a more manly spirit in the boys, invigorated their intellects, both directly and indirectly, and made them more graceful and gentlemanly in their bearing.

Vocal Culture.—I have already mentioned the fact that the able instructor who was appointed to aid in promoting physical culture and training, was also, at the same time, made general teacher, or supervisor, of vocal culture, and that his services were more efficacious in promoting the latter than the former. His influence in helping establish gymnastics in the schools was exceedingly valuable. It was to him that I referred, in my report of 1860, in favor of physical training, as the capable teacher who could be obtained for this service. But it was in elocution that he made his memorable mark. He began with private classes of male teachers in our schools, several years before he was employed in the public service by the committee, and his influence on the elocutionary culture in our schools has been indirectly exerted ever since his official connection with them ceased. Latterly his place has been supplied by another accomplished teacher of elocution, Prof. T. M. Brown. His services have been devoted mainly to the Grammar and Primary Schools, where his labors have been highly beneficial; but if only one special instructor is employed in this department, it

would seem to be best, in the present condition of things, that his time should be given to the High Schools, wholly or chiefly, where departmental instruction is especially appropriate, if not absolutely necessary. This plan would be in harmony with the plan which has been found so signally successful in drawing and music.

Prof. Brown, in his report to the committee on vocal culture, etc., states his methods of supervision and instruction as follows :—

“1. I called together the teachers of the Grammar and Primary Schools, in classes, the teachers of one and sometimes two districts forming a class, and gave practical lessons, using Monroe’s Manual as the text-book. Each teacher was instructed to introduce the lessons, in their order, into the school. So far as possible, I visited the rooms of the individual teachers, noted the progress, and gave suggestions.

“2. With a few exceptions, I gave a course of from four to twelve lessons to the master’s class of every Grammar School in Boston proper. In most instances, not only were the master and his assistants present, but often the teachers of the second and third grades. I am happy to report a hearty co-operation of the masters in my efforts, and a very satisfactory progress on the part of the pupils.”

Through the agencies above named, some of our masters and teachers have become thorough elocutionists, while many others have made great progress in vocal culture and in elocutionary taste, and thus the standard of attainments in reading has been advanced to an extent which, I confess, I had not conceived possible twenty years ago. Through the instrumentality of vocal training applied to expressive reading, a real culture is now very generally diffused among the pupils of our schools. This culture is physical, intellectual, moral and æsthetic, and it is altogether refining and elevating. If you have taken an ignorant, rude boy,—a veritable “unlicked cub,”—and drilled him up to the reading of a classic piece with expression, you have taken out of him forever a great deal of his barbarism.

In the able report of the board for 1858, the disagreeable peculiarities of American speech were pointed out, and the importance of a better vocal training in our Primary Schools clearly set forth. “No civilized nation, at the present day, is so deficient in agreeable and finished speech as our own; and as we are by no means a silent people, the defect is extremely conspicuous. . . . An educated Englishman, Frenchman, German, or Italian, who professes to speak his own language, speaks it with a grace, an ease, an elegance, to which most educated Americans make no pretension. . . . The great American nation is the only one, so far as we know, who speak through their noses, and not through their mouths; and this imperfect utterance is as distinguishable and as offensive to a well-educated ear

as the brogue of Ireland or the burr of Northumberland. . . . The use of the vocal organs must, in most cases, be gained from the judicious Primary teacher. . . . It is to her that we must look, if she is to supply the want of early home-training, for what all classes in America need,—educated speech. . . . What we want is the music of the phrase,—that clear, flowing and decided sound of the whole sentence, which embraces both tone and accent, and which is only to be learned from the precept and example of an accomplished teacher.” Such were the words of the chairman of the committee, a cultivated and sagacious gentleman, whose foreign travels had qualified him to speak with authority on this subject.

To change the habits of a people in such a matter is a slow process ; but since the above words were written, this community has taken a long stride towards acquiring that desirable music of the phrase,—that educated speech. In the Primary Schools the most important part of the work has to be done. The brogue, the burr, the nasal twang, and guttural harshness, have all alike yielded to the “precept and example,” and the skilful drill of the teachers,—that of the teachers in the lowest grades having been especially effective. In former years, a harsh, unmodulated tone was rather the rule among teachers, themselves of long service, whether of the male or female sex. It is now comparatively rare, especially among female teachers. Modulated sweetness of tone is, I believe, the rule, and not the exception. In the Vienna schools, which I visited last year, I was charmed with the music of speech ; but I soon found it was a characteristic of the people ; and I see no reason why, through the influence of school culture, it may not become a characteristic of our own people.

Sewing.—Sewing was introduced into the Grammar Schools twenty-one years ago ; that is, the district committees were permitted to introduce it into the fourth or lowest class of their respective schools, this class then comprising rather less than one-third of the Grammar School pupils, and in 1856 this branch was actually taught in all the girls’ schools but one. But it is true that, until within the last six or seven years, this branch did not receive much encouragement, and it was in a backward state. Everything cannot be done at once. After too long delay, the time arrived for taking hold of this subject in earnest. The exhibition of the needle-work of the pupils in an industrial school, which had been set up and carried on by Mrs. Dr. Batchelder, tended to excite an interest in this branch of instruction.

The Bigelow School took the lead in showing what might be accomplished, even under the old requirements. In giving an account of what had been done in this school, in my report for 1869, the following language was used :—

“It was the force of public opinion, and a very good public opinion too, which caused the introduction of sewing, in opposition to the general wishes of the teachers; and, for one, I frankly confess that I hope public opinion will go much further in this direction. I will even go so far as to say that I should like to see the arts and mysteries of needle-work taught in all the grades of our schools for girls, from the lowest class in the Primary School to the highest in the Girls’ High and Normal.”

From that time, by the combined operation of several favoring influences, progress in sewing has been constant. Among these influences, the chief has been a growing conviction in the public mind of the importance of industrial education. The results of a sewing-school which Mrs. Hemenway supported, as presented in an exhibition of hand-work of the pupils, had a beneficial effect. Meetings of sewing-teachers were held, at which the object to be aimed at in this branch of instruction, and the methods to be pursued, were discussed. At length the board took a step towards the promotion of it by making it obligatory in every girls’ school,—it had been kept out of one or two at times,—and by extending it to the three lower of the six classes, comprising about two-thirds of the pupils in this grade of schools. In the meantime, exhibitions of needle-work were every year increasing, and wherever they were held, a new interest in sewing was created. Last year they were held at many schools on the day of the annual school exhibition.

At the request of the committee on the Winthrop School, the board voted, about a year ago, to allow sewing to be taught in *all* the classes of that school,—the upper classes to be also taught cutting and fitting. The master and his assistants heartily coöperated in making the experiment, and the special teacher of this branch proved admirably qualified for the undertaking. Before the end of the school year a number of the pupils in the upper class had cut and made dresses for themselves. Altogether the experiment showed the most gratifying results, and the carrying out of this plan in all the girls’ schools is now evidently only a question of time. Already the example of the Winthrop School has been followed, since the beginning of the present school year, by the Gaston School. The time is come when, probably, there would be no opposition in the board to a general order permitting the same thing to be done in all girls’ Grammar Schools. The extension of instruction in this branch need not involve an increase of expense, as the regular teachers might be required to assist the special teachers.

The modern doctrine of “brain-building” teaches that the exercise of the muscles is a necessary means of developing the brain. This

doctrine affords a pedagogical reason for female hand-work in school, in reinforcement of the practical considerations which have led to its introduction.

Special Schools.—In 1856 there was in this city no provision of any description for education at the public expense, besides the Primary, Grammar and High schools, which we designated as “regular” schools. We have now, in addition to the regular schools, twenty others, comprised in six kinds, which we call “special” schools; namely, eleven Elementary Evening Schools, one Evening High School, four Evening Drawing Schools, one Kindergarten School, two schools for licensed minors, and one Deaf-mute School. The Evening Schools are permitted by the statutes of the Commonwealth; the Evening Drawing Schools are required. For the Deaf-mute, the Kindergarten and Licensed Minors’ schools, there is no express legal provision.

But the principle has been well established by judicial decisions, that a municipality may go beyond the requirements of the law in making provisions for schools, and that the legal *power* is not restricted to the legal *obligation*. Horace Mann, in commenting on the Massachusetts school system, says: “It is now decided by the highest judicial tribunal in the Commonwealth, that the statute only expresses the minimum of time and of quality below which the schools shall never be suffered to fall; but that it allows any town to rise as high above this lowest limit, as, in its discretion, fairly and honestly exercised, it may deem best. This conclusion was deemed to be a fair inference from the language of the law, confirmed by long usage, and demanded by the necessities of a republican government.”

The aggregate expense of carrying on these schools last year, as stated in the report of the committee on accounts, was \$62,495.74.

Evening High School.—Boston needed a public Evening High School quite as much as Elementary Evening Schools; and, in the autumn of 1869, such a one was opened as an experiment. From the outset it was eminently successful. The growth and prosperity of this school have been gratifying in the highest degree. Pupils of both sexes are admitted. The course of study comprises both technical and liberal branches of education. New branches are added to the curriculum as they are desired by the students. It has been managed with increasing ability and efficiency from the time of its opening. I never visited a school in the city that afforded me more satisfaction than this, and in none is the public money expended to better advantage. With the proper accommodations and its present good management, it would probably have a regular attendance of a thousand pupils. I know not one argument for the support of a day High School in this city, on a liberal scale, that is not equally forcible in favor of the liberal maintenance of this useful institution.

The following table shows the statistics of the Evening High School for the past year :—

MONTHS.	No. of Sessions.	Average Number Belonging.	AVERAGE ATTENDANCE.			Average No. of Teachers.	Average Number of Pupils to a Teacher.
			Males.	Females.	Total.		
1873.							
October,	18	1,530	375	215	590	12	55
November,	17	1,500	314	224	538	12	54
December,	20	1,470	261	152	413	11	39
1874.							
January,	22	1,100	217	106	323	10	34
February,	19	60	187	102	289	9	31
March,	22	470	125	86	211	7	28
Totals,	118	7,030	1,479	885	2,364	61	241
Averages,		1,171	246	148	394	10	40

Whole number registered since the opening of the school, 2,420.

Evening Drawing Schools.—From the time of the organization of the first classes, in the autumn of 1870, this department of drawing has made constant and very satisfactory progress. Drawing-rooms have been secured and fitted up, copies, models and instruments provided, the programme systematized, and the subjects of instruction increased.

Last winter there were four schools carried on from November till May; one occupying two rooms and a large hall in the Appleton Street building, under a principal teacher and two assistants; one with similar accommodations in the Tennyson Street building, under the instruction of a principal and four assistants; one in connection with the Evening High School in South Street, instructed by two teachers with the rank of assistants. Besides these schools, Charlestown, at the time of annexation in January, had two Industrial Drawing Schools, with 112 pupils belonging, and an average attendance of 70.

The subjects taught were freehand, model, memory, perspective, geometrical, machine, architectural, building, construction and ship drafting.

At the end of the courses in the classes, exclusive of Charlestown, 117 pupils were examined, nearly all of whom passed in at least one subject. The total expense of these schools during the last year was \$11,060.17.

The following table shows the summary of the statistical reports of the Evening Drawing Schools, which were in operation from November, 1873, to May, 1874, exclusive of the South Street School :—

SCHOOLS.	No. of Sessions.	Whole Number Registered.	Average Number Belonging.	AVERAGE ATTENDANCE.			Average No. of Teachers, including Principal.	Av. No. Pupils to a Teacher, excluding Principal.
				Males.	Females.	Totals.		
Tennyson Street, .	111	278	178	65	—	65	4	22
Appleton Street, .	107	185	171	65	7	72	3	36
Dorchester, .	108	128	74	30	7	37	2	18
Totals, .	326	591	423	160	14	174	9	29

Licensed Minors' Schools.—These schools, which have now been in successful operation for several years, one in North Margin Street and the other in East Street Place, are a sort of half-time schools for the benefit of shoeblacks and newsboys, who are a part of the day occupied in their calling. The average attendance in both schools last year was fifty-eight, each being taught by a female teacher. The cost of carrying them on last year was \$2,285.39. License is granted to bootblacks and newsboys only on condition that they attend school. Some attend the Grammar Schools, where they are obliged to be present at both morning and evening sessions. But some choose to attend the Licensed Minors' Schools, as there they are required to attend only one session of two hours daily, the bootblacks alternating with the newsboys. The revocation of their licenses is the penalty for non-attendance. These schools have done much good, and deserve encouragement.

Deaf-Mute School.—Among the recent events connected with the development and extension of our school system, the establishment of this school, which was opened November 10, 1869, must be reckoned one of the most interesting and important. It is believed to be the first in the country for day pupils; that is, for pupils boarding at home and attending the daily sessions of a school like speaking children, and also the first established by a municipality for the benefit of its inhabitants. The State pays the tuition of those pupils whose parents are in indigent circumstances, at the rate of one hundred and fifty dollars for each non-resident pupil, and one hundred for each resident pupil.

The method of instruction employed is that of articulation, the pupils being taught to speak and to read the speech of others from their lips, the sign language not being taught, and the manual alpha-

bet only for temporary purposes. Public attention in this country was first drawn to this method by Horace Mann, in his report on foreign education, in 1844, and the Clarke Institute at Northampton, which was opened in 1867, was the first American deaf-mute institution where it was exclusively employed.

In 1871 a great improvement of the method was introduced into the Boston school. This consisted in the application of "visible speech,"—a system of representing all sounds and their relations by symbolic forms,—by Prof. A. Graham Bell, a son of the inventor of the system, Prof. A. Melville Bell, of London, as a means of securing distinct articulation. A single previous experiment in the use of this instrumentality had been made by the younger Prof. Bell, with a small private class in England. The application of "visible speech" in teaching deaf-mutes is, undoubtedly, a great step of progress in this department of instruction.

This school has, thus far, succeeded even beyond the expectations of those who took the most active part in its establishment; and its present condition is, in all respects but one, extremely satisfactory; and that is, the want of proper accommodations. Its location is central and convenient of access, but the rooms it occupies at No. 11 Pemberton Square, are wholly inadequate.

At the beginning of the present school year the number of pupils was sixty-three. The teaching-staff last year consisted of seven ladies; namely, a principal and six assistants. The cost for the year, including the tuition paid by the State, was \$8,474.74.

High Schools.—In 1856 there were three High Schools, with 518 pupils and 17 teachers, against nine, including the Normal, with 2,072 pupils and 98 teachers in 1874.

In addition to these, in the Roxbury district, there is the ancient "Roxbury Latin Grammar School," an admirable free, endowed classical school, with upwards of a hundred pupils.

The increase in the number of High School pupils during the past eighteen years has been precisely three hundred per cent. Much of this increase is due to annexation. But the increase in the High School pupils in the old city proper has been very remarkable. I have shown that the number sent up by the Grammar Schools of the "old city" to the English High and Girls' High Schools had increased two hundred per cent., the number actually sent up having been more than trebled. The average number of pupils belonging last year to these two schools and the Latin School, which are now, as they were eighteen years ago, the only High Schools of the "old city," and which still draw their pupils almost wholly from the old territory, was 1,370, against 518 in 1856, showing an increase of about one hundred and seventy per cent.

Besides the Normal School, we have five distinct types of High Schools: namely, the Latin, a classical school, for boys only; the English High, with a course of higher English and modern languages, for boys only; the Girls' High, for girls only, with a course comprising Latin, as well as modern languages and higher English; the Roxbury High, a mixed school, with a course similar to that of the Girls' High; and the Dorchester, Charlestown, West Roxbury and Brighton mixed schools, each having both a classical and a non-classical course. These are the schools which the city of Boston maintains, at the public expense, for the purpose of furnishing free secondary instruction,—that instruction which constitutes the first stage of a liberal education, coming between elementary instruction, comprising the branches of knowledge deemed indispensable to all children, on the one hand, and superior instruction, the higher and finishing stage of a liberal education given by Colleges and Universities, on the other.

There are some among us, perhaps, who think that no education should be provided at the public expense, beyond the indispensable branches of elementary instruction. But, in fact, liberal provision for higher education is essential as a means of securing the prosperity of elementary education. The Common School is always feeble and inefficient where High Schools, Academies and Colleges are wanting. Educational science teaches that educational improvement works from the top downward, and not from the bottom upward. It was, therefore, with the wisest foresight that the Prussian government, in undertaking the regeneration of the State through education, after the crushing defeat of Jena, began by the establishment of the great Frederick William University at Berlin. Since Sadowa, Austria is following this example of developing, strengthening and liberalizing the higher education, not only for its own sake, but as a means of promoting general intelligence through the Common Schools. Our own history affords a striking illustration of this principle. Harvard College was for a long period the mainspring of the success of the Common Schools of Massachusetts.

Private Schools.—While it should be the aim to make the Public Schools, which are supported at the common charge, good enough, in respect to the accommodations and the quality of instruction, for the children of all classes in the community, it is not to be expected that there will be no demand, in a large and wealthy city, for Private Schools. Private Schools have been required in all past times, and are likely to be in the future, to meet the wants of parents who, from social considerations or from their peculiar views of elevation, prefer private tuition for their children. In proportion to the number of children educated in Private Schools, it is important to the community that those schools should be efficient. In most foreign countries the

teachers of Private Schools must give evidence to the proper authorities of their qualifications to teach what they profess. With us the only guarantee of the character of Private School instruction consists in the reputation of the teachers who conduct them, which is determined by the patronage and the success of their pupils, where their standing is tested by comparison. Our Public Schools are maintained on so liberal a scale, and their influence so largely predominates, that the Private Schools exert no appreciable effect upon their character. But, on the other hand, the character of the Private Schools is determined to a great extent by the Public Schools. As the Public Schools have advanced, the Private Schools have found it necessary to advance their own standards, or run the risk of losing their patronage. So that the patrons of Private Schools derive an indirect advantage from the advancement of the Public Schools.

The following table shows the number of pupils in Private Schools as compared with those in the Public Schools at different periods :—

YEARS.	Population of City.	PUBLIC SCHOOLS.		PRIVATE SCHOOLS.	
		Pupils belonging.	Current Expenses.	Pupils belonging.	Amount of Tuition.
1817, . .	40,000	2,365	\$26,000 00*	4,132	\$49,154 00
1830, . .	60,000	7,430	52,500 00	4,018	107,702 00
1856, . .	160,508	23,768	261,406 00	4,231	164,800 00
1873, . .	250,701	35,930	1,292,472 00	3,887	250,964 00

* About.

In the above table I have included the years 1817 and 1830, because they are the only years so far back for which I have authentic statistics of the Private Schools. The numbers of pupils in Private Schools for the years 1856 and 1873 are taken from the official returns of the secretary of the school committee to the State Board of Education. It appears that while the population of the city from 1856 to 1873 increased 55 per cent., and the pupils in the Public Schools increased 51 per cent., the number of pupils in the Private Schools actually decreased. In the above enumeration of Private Schools is included the tuition-paying schools, excepting Commercial "Colleges," whether incorporated or not, below the college grade. Besides these there are *free* sectarian (Catholic) schools, containing about 5,000 pupils, of whom about 4,000 are between five and fifteen years of age. The increase of the schools of this kind since 1856 accounts for the falling off of the Public School pupils as compared with the population of this period.

JOHN D. PHILBRICK, *Superintendent of the Public Schools of Boston from Dec. 22, 1856, to Sept. 1, 1874.*

CHELSEA.

Primary Schools.—These schools have pursued their accustomed work with success. They elicit less of the notice of a busy city than the hives of larger workers; but it would be a serious mistake to imagine that they gather none of the sweets of improvement, and afford the almost unnoticing community no return. It is a great conquest to gain the control and interest the attention of very young pupils; to find employment for those who know not how to study, and to direct the mental and physical activity that waste themselves in mischief or listlessness, to some profitable end; to train the limbs, the attitudes, the eyes, the voice, the steps aright; to repress the whims of the spoiled, the coarseness of the rude; to inculcate the lessons of respect and of reverence,—of rights of persons, and rights of property; to add interest to the alphabet, that most unattractive of hieroglyphics; to endure without weariness the thousandth repetition of the same somewhat familiar dog, squirrel, or fox story, made to order of a certain style of material, and cut off in suitable lengths like attractive edibles. Yet this and much more not to be attempted in recital is assumed, and in many instances successfully accomplished, by the ladies who give themselves to this work. If this were the place to particularize, I could call a worthy roll of the teachers in this grade, as well as in the higher ones, whose aims, whose ideal, whose love of those under their charge, whose amazing industry and activity in fulfilling their duties, and whose thoughtfulness towards progress need no “printed praise.” In fact, the energy and success of some give us a standard by which to judge others, as in communities the general practice of morality adds repulsiveness to vice.

Departing from generalities, let me say that the deportment of these schools is very good, though of course all do not present the same aspect. Some are orderly amid busy activity, but not perfectly quiet; others are quiet and busy; others still under repression; none in such a state as to fail of their purpose. To a large extent, in fact generally, the teachers have the wisdom to introduce much of variety; to give frequent changes of attitude; to practise simple physical exercises, such as movement of the arms, the hands, the body, marching and walking. The regular and occasional singing exercises are doing a good work, and are much resorted to. Drawing, too, has some share in profiting the pupils, and might do much more, and it is to be hoped will. Generally the pupils at a very early stage of their progress learn to write through a proper direction how to make simple script letters, and their general intelligence is enlarged by a frequent narration or reading of entertaining stories or facts on the part of the teachers. Through these,

and the current events of their little school world, a large amount of moral training is secured,—none too much, but in the right way, line upon line.

Drawing School.—The law of the State requiring instruction in freehand and industrial drawing has been complied with this year, as in the last, by the employment of a teacher of approved reputation and skill. Classes for the instruction and practice of teachers are held on Tuesday afternoon of each week; and evening classes for those who choose to avail themselves of the advantages thus offered, are held on Tuesday and Thursday of each week. A special lesson is also given once a week to the pupils of the High School. The instructor engaged by the drawing committee, Dr. Rimmer, is too well known in this community to require more than the mention of his name to assure those interested in this branch of culture that the committee have acted judiciously in their choice.

I cannot forbear to express my satisfaction that we are attempting here, in real honesty, to meet the spirit of the state law requiring this branch to be taught. I think by the aid of the series of drawing-books recently introduced, the efforts of the teachers will take on a form of definiteness that has been hitherto unattained,—not that the mere copying of a figure in any manual is drawing, but that short directions and clear statements, and proportions of lines and parts well laid down, will very much help the abundant blank-book practice it is proposed to adopt; and further, that a well-ordered series of progressive exercises will make each pupil feel the encouragement arising from seeing the reason of the steps he takes. Great artists certainly will not be made of the pupils in the Public Schools unless nature has fixed their bent; but a large number will attain a moderate proficiency in the use of the pencil, and a kind of intellectual judgment in what is necessary to be done to delineate well in practical life.

Superintendent.—J. KIMBALL.

WORCESTER COUNTY.

ASHBURNHAM.

The teachers have taken special pains to secure punctual and constant attendance from their pupils, with good fruits. The district agents have cheerfully coöperated with the committee in promoting the interests of the schools, generally keeping the expenditures within the limits of the sums appropriated. As in the two preceding years,

all the district schools have been in session six months, and the High School, for nine months.

If now it be asked, "What can be done to give greater efficiency to our Common Schools?" it may be replied: Let two or three of our very small contiguous districts be brought into one school, a fair compensation being paid for carrying the more distant and smaller pupils to and from school. Where this can be done, it seems the part of folly to maintain separate schools for four or five scholars. Such pupils would learn better with more to stimulate them. Then let Districts No. 1 and No. 11 unite, build a central school-house for three grades of pupils,—primary, intermediate and grammar. Let all the school-rooms of the town be furnished with what is needed to illustrate the studies pursued. Let those that are thinking of teaching in town be encouraged to avail themselves of the training of our Normal Schools, and let the teachers in service be granted the same privileges of attending institutes and associations, as are conceded to their class in the larger places in the State. We trust that the institution soon to be opened here, for higher education, will have a Normal department, that all the teachers we wish to employ may be led to accept the privileges it will offer.

School Committee.—L. S. PARKER, M. WETHERBEE, C. E. WOODWARD.

AUBURN.

Education includes training as well as teaching, the discipline of the heart as well as of the head. A knowledge of arithmetic, geography, etc., does not constitute education, any more than tools constitute a mechanic; it has for its chief end the discipline of our entire higher nature, and unless while storing the mind with knowledge it also trains the pupil to use that knowledge aright, it is a failure. Indeed, knowledge without morality is worse than a failure,—it is a power to be used for evil. The school-room should be a nursery of pure and noble qualities. Impress upon the young the inestimable value of obedience, honesty and truthfulness, and labor earnestly, both by precept and example, to break up vicious habits where they may have been formed, endeavoring to promote a feeling of self-respect, and to establish those virtues which elevate them to positions of usefulness and trust.

For the Committee.—JOEL CARTER, *Chairman*; DAVID WHITNEY, *Secretary*.

BARRE.

Normal Schools.—Too much cannot be said in favor of our Normal Schools. Every year their sphere and influence widen, and their necessity becomes more apparent and indispensable. There are five

such schools in this State. The fifth was established in the city of Worcester, and opened to pupils September 15, 1874. The State furnishes tuition free to those who "show intelligence, aptitude and enthusiasm for the work," and intend to teach in this State. Our neighbors of the British Provinces require that none shall be allowed to teach except they graduate at some thorough Training School. The result is, they pay their teachers better prices, and get better schools, and a much better return for the outlay.

Drawing.—A celebrated Greek philosopher being asked what studies should be pursued by a student, said, "Those which he will be most likely to use in after-life." Drawing is one of the studies which we use directly and indirectly every day of our lives. A very important event connected with the educational interests of the Commonwealth was the establishing of the State Normal Art-School. More than twenty years since, a distinguished statesman said that if Massachusetts would maintain a leading position as a manufacturing State, she must go into the "skill business." The Hon. Horace Mann, in his report on his "Visits to the Schools in Europe," says: "Such excellent handwriting as I saw in the Prussian schools, I never saw before. In Great Britain, France, or in our own country, I have never seen schools worthy to be compared to theirs in this respect. This excellence must be referred, in a great degree, to the universal practice of learning to draw contemporaneously with learning to write. I believe a child will learn both to draw and write sooner, and with more ease, than he will learn writing alone." Nearly two years since, the elements of freehand, perspective and shaded drawing in chalk were introduced in our schools, with results which are quite satisfactory. In some of them an award of "excellence" might well be conferred. The value of a ready use of the chalk and pencil to the teacher cannot be overestimated. We hope that increased facilities may be given to our teachers in regard to drawing-materials, cards, etc., and that drawing may rank equal with the other requisite branches taught.

School Committee.—CHAUNCY LORING, MRS. C. A. BATES, A. G. WHEELOCK.

BERLIN.

The committee are fully convinced of a decided gain, of late, in the fundamental elements of Common School education. Our teachers generally have been more than usually attentive to reading, and successful in the teaching. It has been a point aimed at by the committee. There are great differences in natural gifts in this matter. But we believe there is not a pupil in our schools who cannot learn to read intelligently, and with sufficient fluency, and where the acquisition

is difficult, we believe the main labor of the pupil should be directed to this one point.

We see that schools are nowhere maintained without cost; but we can see too that there is no better investment. When we learn that in the New England States, the seven per cent. of our population who cannot read, commit eighty per cent. of the crime, we see that it is more expensive not to educate. In Pennsylvania and New York, seven-eighths of the criminals are of the same class. It is ignorance that produces taxation. Commissioner Eaton, of the National Bureau of Education, affirms that the ability to read and write, on the part of those who now cannot, would add annually to the wealth of the United States twice the amount which is now expended for education. And this is a point applicable to every town and every family. The agricultural industry of Berlin is twenty per cent. more productive in 1875 than in 1855. And simply for the increased intelligence of our husbandmen. This is the result of education in this sphere. The principle applies to all industries. Other things being the same, every family will prosper and succeed in life as their education is adapted to and applied to their calling. Ignorance is the mother of poverty as really as of crime. No young man in this day of life-racing need expect to succeed in any lawful business without intelligence, nor without scientific knowledge of what he undertakes.

Those who have this will win, those who have it not will be left behind. The Creator has ordained laws to help those who help themselves. Those who seek will find. Had men risen to the real work of life ages ago as of late, in pursuit of all useful knowledge, the lightning would have done human bidding then as well as now. So would steam and locomotives. Channing says that the modern improvements are simply the opening of the old prophecy in Genesis, of man's dominion over the earth. Intelligence stands in like relation to moral force. We are in danger of becoming idolatrous of the ballot. Our greatest danger to-day is in that very element. It is so fearfully subject to ignorance. In England the intelligent opinions of thousands who have not the ballot determine the issues of parliament. Ballots should be weighed to know their value. They may be as powerful for evil as for good. Nothing but intelligence, education, the public free school can perpetuate this Republic. Nor is compulsory education an exclusively American idea. In 1806, Napoleon and his allies despoiled Prussia of half her army and half her territory. Thus reduced, Prussia, first of nations, made education compulsory, and the world concedes to-day that this was the basis on which she has consolidated Germany, and avenged her old despoiler. Knowledge is power everywhere. By it a new civilization is opening on the world. Its watch-word is "universal education," compulsory where necessary. The

Anglo-Saxon race proclaim it. Christianity proclaims it. Pagan Japan has taken it up. It must prevail. And in this new impulse the old institutions must advance correspondingly. We have but to look over our States, and larger towns, to see what the humbler townships must do to keep on the wave. The tide will not carry us of itself. We must strive, or go under.

School Committee.—W. A. HOUGHTON, P. B. SOUTHWICK, E. C. SHATTUCK.

FITCHBURG.

The impression made upon me when I first visited the schools, was, that the order was better than the instruction. There were then, as there have been since, exceptions, some schools in which the order was not good; but as a general thing, it was more satisfactory than the teaching. The teaching has greatly improved, and I attribute this to the employment of a training-teacher for a year, and the influence she has had upon the Primary and Secondary schools. The teachers, with hardly an exception, entered heartily and sympathetically into the work, and the change has been very great. Nor has it been confined to the lowest grades, for the spirit has been caught by the teachers of the Intermediate and Grammar Schools, and there has been an advance all along the line.

Another thing the year has brought, is a classification of the teachers,—a classification based upon general education, professional training, experience and success. It grades the salary upon the grade of the teacher, rather than upon the grade of the school, and so does not lead a teacher to seek the place she is least fitted for, because the salary is better. The teachers have waited long and anxiously, and, perhaps, not quite patiently, for this to be done, with the hope that they would be better paid; and now that it is done, it may be well to remember that while it increases their wages it decreases their chances of obtaining a school. As the salaries are made better, competition is increased, more applications will be made, and better teachers can be obtained for \$400 than for \$300.

We have no ordinance for those who are sent to school, but run away when the skating is good, or there is some display in the streets, or when they do not “feel like going to school.” Such may absent themselves a day or two a week, return voluntarily or be brought back by an officer or by their mothers, and be whipped at school to make them love school better. But this is all. These two classes of boys have the reins in their own hands, and the schools and society are, to too great an extent, at their mercy. Cannot something be done to remedy this condition of things? Can there not be found in

the county "three or more cities or towns" which shall so require truant schools, that "the county commissioners shall establish at convenient places such schools, and maintain them at the expense of the county." Is it not easier, better, cheaper withal, to try to make good citizens, than to protect society against bad ones?

Selection of Teachers.—An examination cannot prove a person qualified to teach. It may prove that he is not qualified, or it may fail to prove that he is not, but it can never prove that he is. If it fails to prove that he is not, then we must learn by actual observation if possible, or by testimony of others, or by the study of the candidate, what his qualifications are. But if we know him to possess these qualities, do we need to repeat the examination, unless it may be for promotion, oftener than simply to know that he is not falling into the ruts, that he is still the live teacher we once found him.

Superintendent.—E. A. HUBBARD.

GARDNER.

Attendance.—The committee have made special efforts to secure a more general attendance at the Public Schools. During the first week of the spring term, they visited every family where they could hear of an absentee from school, and urged his or her early attendance, in accordance with the law. A large part of the children thus notified were in school at the beginning of the following week, and attended with some regularity during the rest of the year. Some of the boys, however, began, after a while, to absent themselves from school without the knowledge or consent of their parents, and could not be persuaded to abandon the habit until the town adopted some truant laws, and appointed truant officers to assist in enforcing them. These officers have found but little to do as yet, but hold themselves in readiness to attend to any duty the law may require of them. The effect of these efforts on the attendance has been salutary, as may be seen in the fact that the time lost by absence from school the past year was about three and one-half thousand days less than during the previous year. The by-laws adopted by the town relating to truant children and absentees from school, are here inserted.

COMMONWEALTH OF MASSACHUSETTS.

WORCESTER, SS. At the superior court begun and holden at Worcester, within and for the county of Worcester, on the fifth Monday of August, being the thirty-first day of said month, in the year of our Lord one thousand eight hundred and seventy-four.

By the Honorable,

LINCOLN F. BRIGHAM, *Chief Justice of said Court.* .

Truant Laws of the Town of Gardner.

TOWN CLERK'S OFFICE, GARDNER.

I hereby certify that the within truant laws were adopted in a legal town meeting, called for that and other purposes, and held September 19, 1874, subject to the approval of the superior court.

FRANCIS RICHARDSON, *Town Clerk of Gardner.*

ART. 1. Truant officers of the town of Gardner shall notify the parent or guardian of any child between the ages of seven and fifteen years, belonging to any Public School in the town of Gardner, who may, within a period of three months, twice absent himself or herself from school at any time during school hours without being able to give a satisfactory reason therefor.

ART. 2. Any child between the ages of seven and fifteen years who may be arrested by any truant officer of Gardner and convicted of being an habitual truant, or of wandering about the streets or public places of the town, having no lawful employment or business, not attending school, and growing up in ignorance, shall be committed for confinement, discipline and instruction in some Truant School or such other suitable place as may be provided by law and assigned by the school committee.

SUPERIOR COURT, AUGUST TERM, 1874.

WORCESTER, SS. The foregoing by-laws, being presented to the court during the present term, are examined and approved.

Attest:

JOSEPH MASON, *Clerk.*

A copy of record. Attest:

JOSEPH MASON, *Clerk.*

Drawing.—Drawing is now fairly introduced into all of our schools, and many of the scholars are making good progress, while others are receiving but little benefit from it, for the want of encouragement from their parents and friends. To one who sees the innumerable uses to which drawing can be put in every-day life, there appears no necessity for a plea in behalf of this study. He knows that all will be benefited who pursue it; but many of our citizens are still unable to perceive its general utility in our Common Schools. They look upon it as calculated to enable the scholar to draw a pretty picture, and not as preparing him to become a better bread-winner, to perform any kind of labor better, and to secure thereby a better position in society. But this is the primary object of drawing in our Public Schools. Since the system of apprenticeship, by which so many were formerly trained to become skilful workmen, has been abandoned, it is very difficult to procure for our children such industrial training as will make them skilful artisans or prepare them for remunerative labor in a manufacturing community like our own. We have not only to make up in some way for the loss of this important system of mechanical training, but must prepare to meet the new demands which the improvements of this progressive age make upon us as a manufacturing

people. The work of our hands must now have in it, more than ever before, the element of beauty ; for beauty has a pecuniary as well as an æsthetic value. "The best-made goods and the cheapest products, of equal quality, command the markets of the world." Now, in meeting these demands for a higher technical education, a knowledge of drawing is of the first importance.

School Committee.—J. M. MOORE, J. EMERSON, E. H. SAWIN.

LANCASTER.

Drawing.—Miss Whitney has given lessons in drawing daily in the High School, and during a part of the year she met all the teachers, once a week, in the High School room. The instruction they received enabled them to take their scholars along through the first steps in drawing. The results have been very gratifying, and we hope for still greater improvement in this branch, as well as in singing, when the teachers and scholars throughout the town have become habituated to the method. It should be remembered also, that besides the direct benefit derived from studying these elegant branches of education, the exercises of the day are pleasantly varied by their introduction. The unavoidable tedium of the school routine is relieved by agreeable occupation.

School Committee.—A. P. MARVIN, C. L. WILDER, JR., EDWARD W. HOUGHTON.

LEICESTER.

A little more than a year ago drawing was introduced into all the schools as one of the branches required by law to be taught therein. The advantages to be derived from this branch of study were ably and fully set forth in our last report. We are pleased to notice an improvement in this study in all our schools, while instances of marked talent and proficiency have come under our observation. Its utility in the practical pursuits of life is now fully established ; but it also has its claims in forming correct habits of perception and cultivating the taste. Men, as a rule, are influenced more by their surroundings than they are wont to acknowledge. In a much larger degree is this true of children. They are educated by what they see, not less than by what they learn from books. We therefore consider it our duty to make the school-room pleasant and attractive to the scholars. In this way they will be led to the cultivation of those habits of neatness and order which are so much to their advantage in after-life.

The best efforts of the teachers are often rendered fruitless because of the erring judgment of parents who desire to carry out each his peculiar ideas in regard to the education of his children, forgetting

that among many men there are many minds, and that if every one was allowed this privilege with his children, it would at once put an end to the whole system of our Public Schools. To make this co-operation we have spoken of easy, we have endeavored to procure able and impartial teachers, in every respect worthy of the confidence of parents who have children to be instructed, and to bring into relations of harmony with the committee both teachers and parents.

On the "Roll of Honor" will be found two hundred and three different names. Last year the number of names so reported was one hundred and eighty, against one hundred and four for the year previous. Adding the cases of pupils who have attended perfectly through two and three terms, we have an aggregate of two hundred and eighty-eight cases of perfect attendance during the year. The number of such cases reported last year was two hundred and sixty-two, against one hundred and forty similar cases in the year previous.

School Committee.—SAMUEL MAY, A. H. COOLIDGE, LEWIS HOLMES, H. O. SMITH, A. E. SMITH.

LEOMINSTER.

To the superior education which some foreign countries give their children in the art of drawing and design, is to be attributed the superiority of their workmanship in the manufacture of all articles requiring taste and skill. To show how important the possession of such knowledge is thought to be by some of our mechanics and master-workmen, it is merely necessary to state the fact that during the past winter seventeen of our mechanics have, at their own expense, hired a teacher and lighted one of the school-rooms for one evening a week for sixteen or seventeen weeks. This fact well illustrates the want and desire of our mechanics. Now, for a town like ours, so largely interested in manufactures, can it be considered unreasonable or unprofitable to make a small appropriation to help our young artisans to acquire that knowledge which will enable them to become more intelligent and skilful workmen? The sum of \$200 will be sufficient to pay the expense of such instruction for twenty-five or thirty weeks in the year.

Experience has proved beyond a doubt that crime has in a great degree its source in ignorance. One-half of the French nation can neither read nor write. This illiterate half of the population furnishes ninety-five per cent. of the arrested criminals, and eighty-seven per cent. of the convicted ones. In our own State, eighty per cent. of crime is committed by the seven per cent. of her people who have no education. In the whole country, the grossly ignorant are guilty of many times as much crime as the educated. By many it is thought that schools are more effective in preventing crime than the churches.

The penal and reformatory institutions of the State, and the criminal courts, approximate in cost the amount raised for the support of schools; so that, as a matter of economy, looking at the subject merely in a selfish point of view, it is cheaper to prevent crime by educating the young than to reform the vicious and punish and restrain the criminals. But education has other and higher aims than merely the prevention of crime, and restraint from vice. Its twofold object is to enlighten the minds and cultivate the powers of the young, so that they may become useful citizens, noble and refined men and women, inspired with a love of truth and justice, a taste for everything beautiful in nature and art, a thirst for knowledge and goodness, and an instinctive abhorrence of evil. The value of such a training cannot be estimated; the development of such a character is the true end and aim of all education. Again, a thorough knowledge of the branches taught in our schools will create a taste for every kind of knowledge. The more learning a man acquires, the more he desires to get. As we search the realms of truth, the field of investigation grows broader and broader, with large promise of new discoveries. Whether we study language, history or science, present acquisitions always excite the wish to extend our researches further. Moreover, the effort and attention requisite to become proficient in the Common School studies afford that mental discipline so necessary for the right discharge of duty, and that self-reliance which aids in overcoming obstacles and achieving success in the affairs of life. If we trace the history of the best and most useful citizens back to early life, we shall find that they were faithful and obedient children at school. Educate the child, enlighten his mind, cultivate his powers, and you help him to become a useful citizen and a blessing to society, and not a hindrance and a curse.

School Committee.—C. C. FIELD, J. H. RICE, H. A. BOYDEN.

LUNENBURG.

Few seasons have passed when there was so little disposition on the part of parents to criticise the teacher with a view to find fault, as the one just passed. It is an omen we hail with pleasure, indicating that the elevation of the coming generation is their sole aim, regardless of who shall be the cause, save it be done honorably. This coöperation has a salutary effect, while we see the result in every school in town. It is rather difficult in some schools to obtain suitable teachers at salaries which may be considered ample or proper for the labor, owing somewhat to the mixed condition of the scholars; for in each district there are those who demand a teacher of a certain grade, while a majority might be taught by a person of less scholarship. There

seems no chance to remedy this, until the people are willing to organize a series of schools at conveniently located places, to be kept at proper seasons of the year, where the higher grade of scholars can be convened. When this is done, our schools can be managed at less expense, while the Primary classes will have equally as good, or better, facilities for learning, and the others would be far better accommodated and classed in their various branches.

We congratulate our fellow-citizens, and, using the language of a former report, "desire in this public manner" again "to return the thanks of the committee, and of the pupils and residents of the town generally, to our esteemed fellow-townsmen, Charles L. Heywood, Esq., the superintendent of the Fitchburg Railroad, for his present of a complete and beautiful outfit of organs and school song-books, for the benefit of every school in town. This adds [still] another to the many varied and frequent evidences of consideration and remembrance he has heretofore shown for his native town."

School Committee.—C. A. GOODRICH, O. L. SPAULDING, A. C. ESTABROOK.

MILFORD.

In spite of all disadvantages, we are glad to be able to report that our schools are making general progress in excellence. The teachers are awake to any improvement in methods of imparting knowledge; more attention is given to instruction, and less to the mere hearing of lessons; the perfection and development of an idea is esteemed of more importance than a perfect recitation.

The laws of the Commonwealth make it the duty of teachers to instruct their pupils in good behavior as well as in books, to cultivate in them all social virtues; and any teacher who fails in this, fails in their duty to the public. It is not sufficient that the parent should say, "I want no such instruction for my child; I can attend to that." The duty is imposed upon the teacher; she cannot escape it, or throw it off. It is important that every one should understand that the teacher is a public servant, not the servant of a parent or clique; the duties she owes her pupils she owes to the public, and no parent has any authority to dictate to the teacher what shall be done for his child in particular. When the child leaves home for the school, the authority of the parent is delegated to the teacher; and whatever right the parent has to enforce authority, such also has the teacher. The erroneous idea so prevalent, that the teacher's authority is very limited, and that parents may dictate special directions with regard to their children to teachers, must be our apology for so frequently alluding to this subject in our reports.

School Committee.—H. H. BOWERS, *Chairman*; GEO. E. STACY, *Secretary*; MRS. M. J. RUSSELL, CHAS. A. DEWEY, CHAS. E. WHITNEY, J. T. CANAVAN.

NEW BRAINTREE.

The plan adopted one year ago, by vote of the town, to extend the length of the schools in each district to thirty weeks, we think has proved satisfactory, and productive of more general good than the former method of having twenty-four weeks only, with a fall school in the centre for the advanced scholars in the several districts. The increased expense of the new arrangement over the old is comparatively small ; and the gain is seen, in that it affords equal privileges to all the children in town for six additional weeks of schooling, that were before restricted to about one-fourth of the whole number. A more uniform attendance during the term is also thus secured. We are gratified that the town is so far pleased with the change as to vote at its late annual meeting to continue the experiment another year ; and we shall hope for even better results in the future than in the past.

There has been, we think, some improvement the past year, in the regularity of attendance in several of our schools ; and to stimulate to increased effort in this direction, your committee have agreed to give each school a copy of "Webster's Unabridged Illustrated Dictionary," when the attendance of the scholars during the year shall amount to an average of ninety-five per cent., or, in case of prolonged sickness, to an average of ninety per cent. The south-west district has already complied with these conditions, the average attendance for the year exceeding even ninety-five per cent. ; and we are told by the teacher there, that the new dictionary placed upon her table is often consulted by the older pupils during the hours of school, thus richly rewarding them for their punctuality, in the constant benefit they are receiving therefrom. We trust that the other schools will soon earn a like advantage, by cheerful compliance with the prescribed conditions. But in order to do this, parents must lend their influence to secure the regular attendance of their children, since the responsibility of effecting this desirable end rests chiefly with them.

School Committee.—WILLIAM B. BOND, GEORGE K. TUFTS.

NORTHBOROUGH.

Introduction of Drawing.—The committee decided, early in spring, to make the experiment of introducing drawing into the schools. A small amount of money was expended in furnishing cards and guides for the use of the children and teachers.

We are happy to state that, with few exceptions, the teachers took up this work with enthusiasm, and have shown great patience and

perseverance in carrying it on. Where the experiment has been faithfully tried, we are as astonished as pleased with the results. We should be glad to present to the citizens of the town, for inspection, specimens of the drawing in some of the schools. The best drawing books were found on the examination of the winter term in the West and East schools. We hope another year the pupils in all our schools will receive the benefit of this branch of study.

School Committee.—S. CLARK, P. B. WILCOX, J. B. DAVIS, WM. A. BARTLETT, 2d, SARAH A. ALLEN, FRANCES M. CHESBRO.

NORTHBRIDGE.

No radical changes have been made in our system of instruction, but patient work on the part of the teacher, in improving present methods and exciting a zeal and interest on the part of the pupil, has resulted in a steady improvement. Fewer changes in our corps of teachers have occurred during the year than ever before. Two or three cases of incompatibility between teacher, committee and pupils have been discovered and speedily rectified. The value of nine months' training under the same teacher, as compared with a change every term, has been clearly demonstrated. Their faithful toil and zeal, their willing coöperation with the school committee in making their teaching more efficient and useful, deserve from us a public recognition.

Attendance.—Our truant laws are in operation; but no attempt has been made to enforce them, nor do we personally know of any children in town who have not attended school the time required by law. There may be such in town; but the greatest obstacle to progress is irregular attendance. This, without any sufficient excuse, is amenable to punishment under these laws. We would prefer, however, that parents, upon whom most of the blame rests, should voluntarily rectify the matter. We think no scholar should be allowed to remain at home for any less reason than he would stay away from his employment in the mill, store or shop.

For the Committee.—R. R. CLARKE, *Chairman.*

OAKHAM.

We think we can report our schools an average in success as compared with past years; there is still room for improvement. A great deal has been said for and against some of our teachers,—quite too much against. We need not fear to trust our teachers; they are generally as humane, sympathetic and indulgent as their situation will admit, and they are bound by every consideration of self-interest to

do nothing which can be construed into neglect of duty or wilful violation of right. If we think they are mistaken or wrong, how much better to kindly talk with them, than to spread their fancied wrong-doing through the town. We have often spoken of moral teaching. We think this should hold a high position in the system of public education. The places of the fathers will soon be filled by the children; how shall they be filled? A growing waywardness of the young is a prelude of public debasement, while moral integrity will prove a safeguard of those interests we hold so dear. While, therefore, a jealous watchfulness is exercised relative to the mental culture of the young, their moral development should be the object of the highest solicitude.

School Committee.—H. W. LINCOLN, L. P. LOVELL, JESSE ALLEN.

OXFORD.

Parents have an authority over their children, back of which no one has a right to attempt to go. But then the children themselves, as beings upon whom the responsibilities of life will fall in a few years, have rights of which even parents have no authority to rob them. A child has a right to education, and a parent in depriving him of it, is committing a wrong against him greater than robbing him of property which may have fallen to him. The child's right to education is so great and so fundamental, that, just as a citizen, hearing cries of distress from a house, has a right to enter and interfere between the person who is inflicting cruelty and the sufferer, so the public has a right to demand of the parent that he shall not rob the child of his God-given right to education. Furthermore, the child being unable to educate himself, or to direct his own education, has a right to the direction which those who are wiser than he may be able to give. Hence the utter folly of allowing children, of whatever age, in Primary, Intermediate or High schools, to select for themselves the studies which they wish to pursue, and to neglect those which their undisciplined minds are inclined to neglect. What parent possessed of common-sense, does not know the child will some day regret it? But it is the right of the child to receive from the parent, such authoritative direction as will save him from the regrets of coming years. And if parents will not use this authority, the community, by their appointed officers, have a right to exercise it. A favorite method of evading this, is to take the scholar out of school, or allow him to drop out of his own accord. But this, again, is transgressing the right of the child to an education. In short, to be led and controlled by wisdom superior to his own, is the right of every minor. In all cases where the scholar is under fifteen years of age, the school committee has the authority to inquire into the reasons for thus withdrawing; but the

weakness which threatens American society as much as any one thing, is the fact that girls and boys become young ladies and young gentlemen several years too soon.

School Committee.—THOS. E. BABB, J. P. DANA, I. B. HARTWELL.

PETERSHAM.

The town at its last annual meeting, very generously appropriated the sum of one hundred dollars to be used by the committee, or such part of it as they might think expedient, for conveying children to school. A portion only of this appropriation has been used, as will be seen by the financial statement; yet this small sum has served a purpose in lieu of which two terms of school would need to have been kept, besides giving school advantages to a few children who otherwise would have been without them. This means of economy should be provided in the future.

The exhibition of all the Public Schools, held in the town hall on the 22d of January last, we regard as a complete success. Our most sanguine expectations as to results were fully realized. The schools having had it in anticipation from the very commencement of the winter term, and knowing that real attainment in the various branches was to be shown without any special preparation, were presented with a new stimulus to thorough and practical work on the part of scholars; and teachers, to some extent, we think, indulged a pleasant anxiety and laudable pride of vying with each other in the excellence of their respective schools. We feel assured, also, that the interest of the people in our schools, of parents especially, is materially strengthened by having their attention directed to them in this novel and pleasant way.

School Committee.—S. B. COOK, E. C. ANDERSON, M. N. AYERS.

PHILLIPSTON.

Every year higher qualifications are being required of our teachers, and new branches of study are from time to time being introduced into the schools. Many people entertain the idea that almost any one is competent to teach small scholars in the elementary branches; but this is a great mistake. The starting-point is the most important point, and but few are qualified to direct the opening mind into right habits of thought and study, where many may be competent to guide onward after the right way is fully entered. In view of all the requisite qualifications of first-class teachers, and the burden of effort and expense necessary in fitting themselves for their profession, can we expect such to take up their life-work for a few short weeks in our small back

towns for the paltry sum we can afford to pay, when teachers of this stamp can find situations in more progressive communities, with a salary equal to the outlay of time, money, physical and intellectual powers necessary in fitting themselves for their work? The rub is, How much are you willing to offer for a high order of talent? The question is not, Do we pay more than this or that town around us? but, Are we as willing to pay first-class wages as we are to clamor for first-class teachers? We can hardly expect that College and Normal School graduates will accept the situation of village teacher, with wages, when board is deducted, little above that of a kitchen servant. The great inequality existing in our system of education—the enjoyment of superior advantages in rich and populous portions of the State, while poorer and less populous places take back seats in the temple of literature,—is receiving the thoughtful attention of many of the prominent educators of the State. It is greatly to be hoped that some scheme may be devised by which justice may be meted out, and like advantages be secured to all. But, until that time comes, is it just or generous to require your servants of the school-room to make brick without straw? And would it not be better to turn our attention to the remedying of evils within our reach, such as irregular attendance, a false estimate of the scholar's attainments, want of a proper recognition of the teacher's authority, and want of coöperation between parents and teachers?

For the Committee.—HENRY S. WARD, *Chairman.*

PRINCETON.

We are fully conscious of our inability to do our duty on this board, and shall be glad to give place to those who can. Other duties in life imperatively demand our time and strength, but private interests will in a great measure be sacrificed for public good. It is our purpose to personally organize each school upon the commencement of a term, see that the pupils are judiciously classified, and that they have proper and sufficient books for their different studies, not merely because the law requires us to do so, but because this is an important measure, which ought to have been in practice years ago.

School Committee.—M. H. BULLARD, A. T. BEAMAN, J. D. GREGORY.

SOUTHBOROUGH.

The standard of education should be always rising; not satisfied with the degree of excellence which our schools have already attained, we should be constantly seeking for higher qualifications in teachers,

better methods of instruction, more perfect discipline, and closer application to business in the school-room during the few hours of the day in which teachers and scholars are there employed. It will be only in this way that we can keep pace with the progress of the times, and prepare our children to cope with others in the arena of coming life.

It would be easy in this report to present a comparative view of our ward schools, to point out the excellences and defects of each, and suggest a remedy for all that has failed to meet our approval; but experience and observation have led us to believe that all excellences will be more effectually promoted, and defects more surely done away, by an early and judicious selection of teachers and an earnest coöperation of parents and committee, than by any other means.

School Committee.—A. BIGELOW, H. WILLSON, JONAS FAY.

SOUTHBIDGE.

During the year, it was thought advisable to introduce freehand drawing into some of the schools. Miss Ruggles, assistant teacher in the High School, being fully competent to give lessons in drawing, was directed to devote a portion of her time in giving instructions to the pupils in the High and Grammar Schools. As was said of music last year, it may be said of the lessons in drawing during the year just closed: it has been no real interruption to the progress of the scholars in other studies; rather such a relaxation and change as gave elasticity to the mind, and enabled the pupil to return to other studies with greater energy. Great variety of attainment in drawing is discoverable. Some scholars display no taste whatever for the art, while others manifest truly wonderful capacity. The committee feel that the experiment has been successful, and point with satisfaction to results in all the schools where the instruction has been given.

School Committee.—E. M. PHILLIPS, GEO. H. HARTWELL, A. J. BARTHOLOMEW, HENRY H. RHEES, CHARLES HYDE.

STERLING.

School Visiting.—There is a great increase in the aggregate number of visits since the year 1871. This is explained in part by the fact of three terms of school as against the old plan of two; in part, also, by a possibility that now schools are more frequently visited. However that may be, it is evident, we think, that school visitation is not on the decline, and we hope that much of the increase is real. The fact alone, that those who are accustomed to visit, now do so three times a year, instead of two, is something. But there is

not visitation enough. We notice that in some schools where the record of attendance is bad, the record of visitation by persons belonging to the district, and therefore supposed to be interested in schools, is, to say the least, not good. Perhaps there is some connection between these two things.

School Committee.—WM. H. BURPEE, HENRY S. SAWYER, L. D. MEARS.

SUTTON.

We take this opportunity to present thanks and congratulation to the town for having, two years ago, inaugurated a High School; and if the success of the experiment for the first year was sufficiently satisfactory to procure a strong vote in favor of its continuance, much more does the experiment of the second year justify the town in liberally sustaining and advancing the interests of the Sutton High School.

On a general view, we have the satisfaction of saying, that in good character, scholarship and proficiency, our Common Schools have advanced to a higher standard than that which they have occupied in the few previous years. Our greatest regret is that we are compelled to maintain so many for so small a number of scholars. Much praise is due to the several districts for recent improvements in school-houses, and especially this year to the inhabitants of District No. 10, for having taxed themselves and otherwise contributed individually, so liberally, for the erection of a substantial, convenient and pleasant new school-house. The school-houses of Sutton, many of which were heretofore a disgrace, are now, with small exception, an honorable credit to the town.

School Committee.—I. B. HARTWELL, J. W. STOCKWELL, PHILIP BERRY.

TEMPLETON.

A prominent event in the year was the session of the Teachers' Institute held in the last week of October. A large number of teachers in our own and adjoining towns attended, together with members of our High School, members of school committees, and others interested in the work from various places. Though it continued but two days and three evenings, yet a vast amount of valuable instruction was given our teachers. While all of the exercises were excellent, we wish to-day that the exercise given by Mr. Walton, on opening and organizing a school, could be, in the shape of a hand-book, in the possession of every teacher in town.

Drawing.—The town generously made an appropriation, not to

exceed \$150, for the purpose of giving instruction in drawing. Of this amount we have expended \$81.25.

A school was held during the summer, for one week, under the charge of Prof. Lucas Baker. It was generally attended by our teachers and High School scholars, and we believe with most satisfactory results. Regular exercises in that branch are had daily, on every other day, in all our schools; and the proficiency shown by many of the scholars is very gratifying.

School Committee.—P. BLODGETT.

UPTON.

Let us here say some of our higher schools, the Grammar and High especially, are not so efficient as they would be and will be when we can attain a better classification of the pupils. Experience throughout the Commonwealth has demonstrated that well graded schools accomplish far more than others where this is not done. A teacher's time can be far better distributed so as to meet every need of the several classes. The work of a school is not mere recitation. Oral instruction, explanation and practice must be had to make principles or the instruction definite and inspiring to scholars. When the classes are few, though the pupils may be numerous, this can be done. Hence, where it is possible for a town to grade their schools and classify their scholars closely, it is very unwise not to do it, both on account of progress in study and economy in teaching. By a reference to the treasurer's report, it will be seen it costs but very little more to run a school with fifty scholars or more, as in the Primary in the centre of the town, than a school of eleven pupils in the south-west, or thirteen on Mechanic Street.

We have found, also, that to have good schools we must have good teachers,—teachers who not only have a gift for teaching, but also are thoroughly trained for it. "What is worth doing at all is worth doing well," is an adage of much practical value. The State Normal Schools present opportunity for the best training of teachers for their work. We also have Institutes, Teachers' Associations and Training Schools, where many valuable hints could be given to aid our teachers in their work. We do not hesitate to say that we are sure our schools would be benefited if our teachers availed themselves more of such helps, and the town aided and encouraged them to use these means of improvement.

The school committee have acted as truant officers the past year, and we are not aware of any children who have not attended school at all during the year in the town. A very few, from various reasons, have not attended the full time required by law.

Superintending School Committee.—GEORGE S. BALL, HORACE FORBUSH.

UXBRIDGE.

We regard the employment of inexperienced teachers without special training an experiment which is too hazardous for the best interest of our schools to be generally followed, and that we should require of graduates who expect to teach a special training for the profession. We do not consider it sufficient for our mechanics to supply themselves with the necessary tools to carry on their business, but we expect them to be skilled in their use; and is it not as important for the teacher to whom we intrust the education of our children to be as well instructed to use the implements for their calling? We do not wish to be understood that a person may not become a good teacher without a special training for the occupation, or that all who have the training must necessarily be good ones; yet the advantages to be derived from it are so great, that none who wish to become successful in their profession, or secure the best positions, should neglect it. In addition to this training, teachers should prepare themselves for the daily lessons of the school, should be so familiar with the subject, that when difficulties arise in the lesson they will be prepared by a suggestion or explanation to bring them to the comprehension of the pupils without any waste of time.

For the Committee.—L. C. WHEELER, *Chairman*; C. A. TAFT, *Secretary*.

WARREN.

The educational interests of the country are indissolubly connected with Colleges, and the influence of these institutions permeates schools of every order. Without Colleges our Common School system would have no more value than a man of straw; for, from Colleges come those superintendents, teachers and authors who organize our school system,—who add to its improvements, and who furnish us suitable text-books. These carefully disciplined and broadly cultured men are the ones to detect and expose the errors and crudities which prove that “a little knowledge is a dangerous thing.” College is also the goal which stimulates many a boy to improve all the opportunities within his reach. Even though he should never attain that goal, his own scholarship and mental habits are improved by the efforts inspired.

A High School operates in a similar manner on all the schools and scholars in the town, provided it has a distinctive character, is well appointed, and is sufficiently elevated. For this reason, every family having children in the Primary Schools is interested in the High School. Every family, also, having no children for any of the schools, is interested in the High School, because it gives character to the

town, and draws hither for inhabitants the best class of citizens. These naturally go to live where satisfactory opportunities for educating their children are offered. These best citizens also, bring, with their children, more or less wealth; consequently, the right sort of a High School, instead of increasing your taxes, will eventually diminish them, by increasing the number of large tax-paying citizens. Hence a well regulated High School is in the line of true economy.

School Committee.—D. HATHAWAY, J. W. HASTINGS, WM. M. GAY.

WESTBOROUGH.

Parents Visiting Schools.—It is estimated that there are about fourteen hundred parents represented in the sixteen schools in town. How many ever visit their schools, or have any adequate conception of what they are doing? As to the number of visits from parents received by the schools during each term, the figures herein presented are conclusive. Let us direct our attention to these. Take, if you please, the most favorable term on record within three years, and before this, it is fair to presume, it was no better; viz., last fall term. How many of our fourteen hundred parents visited these schools? By turning to the tables of statistics, you will find the sum-total less than fifty—not fifty per cent., but actually less than fifty—out of fourteen hundred parents went into these schools. What per cent. is this? *i. e.*, out of every hundred parents, how many visited schools? Not over three in a hundred on the average. And this is the showing of the best term on record. Can you believe it? You must, for the figures come from registers of teachers, who would gladly report larger numbers, if they could. We must accept the fact, lamentable as it is. That the public take less interest in this than any other investment of equal magnitude, ought perhaps to surprise us; but that the welfare of the child should awaken no warmer interest in the parent, is astonishing. Ask your teacher from whom trouble proceeds,—from the parents that do or do not visit the schools. Like the conceited attorney, who could make a brilliant plea in his office, many officious parents can keep a fine school at home. Parents need to visit their school to find out that pupils, as viewed from the desk, are not the same as when seen at home. A little conversance with the school-room would tend to dissipate much of that inherent knowledge of teaching that teachers find too prevalent a presumption at home. Is it unreasonable that the teacher should expect a visit from each parent at least once each term? Good citizens are coming to see that politicians cannot safely be trusted to manage our state affairs. When will parents come to feel that teachers, however perfect, and school committees, however excellent,

still need the thoughtful interests of the public and the kindly criticism of parents.

Truancy.—That one-seventh of the whole school time and money is a wasteful expenditure, has been shown. Can this great leakage be stopped? Certainly, so far as it is caused by truancy, it can. That this is a prolific source of absences will be seen from the report of our vigilant truant officer, Mr. William Magner. Besides numerous inquiries after “juvenile offenders,” Mr. Magner reports eighty-three visits. Of these cases three were found to be sick, twenty-five kept at home, and the remaining fifty-five to be playing truant. This is more than double the number reported last year. Not that it is thought there is an increase of truancy, but, pursuant to the recommendation of last year’s report, a more vigorous policy has been pursued. If there is ground for reasonable suspicion of this offence, the teacher has been authorized to send for an officer to ferret out the case. If guilty, the pupil is subject to discipline, otherwise the same is stated to the teacher. This we believe to be the true policy. By it we think our registers can be cleared of most marks now attributable to this cause. If there is a chance of escaping detection, the idle and vicious boy will take it. On the other hand, if he feels so sure as he stays away, just so certain is it that the officer is after him, he will at any rate think twice before committing the act.

Superintendent.—JOHN E. DAY.

WEST BOYLSTON.

We are glad to notice from the registers an increase in the number of visitations by parents and friends of the pupils during the session of the schools. The crowded condition of the school-room on the day of examination, in many of them, affords pleasing indication that parents are feeling and manifesting a deeper interest in the intellectual and moral welfare of their children.

In some instances, mothers and sisters have expressed their approbation in the most appropriate manner, and in very encouraging terms. Many of them have been teachers themselves, and can fully sympathize in all the toils and trials of public instruction. Who can so wisely counsel and comfort teachers as those who have participated in the same experience, and preceded them in the same path? Who can, and who ought to, take a more tender interest in the discipline and instruction of children, than their own mothers? Much of the insubordination and rudeness which occasionally appears, would vanish away before the light of a mother’s countenance, and the tone of a mother’s voice in a school-room.

For the Committee.—J. W. CROSS, *Secretary.*

WORCESTER.

It is a common and quite popular habit for men charged with the management of public affairs, and desirous of introducing economy and reform, to begin with schools, and move to reduce the low salaries of teachers. This has been tried in the city of New York,—whether as a measure of economy, or to destroy those schools, may be an open question; but about its ruinous effect upon the system of schools, there can be no question. But the attempt failed. The same measure has been tried in a large town in this State; and already the best teachers are looking for situations elsewhere. Whether a town, in order to save a few thousand dollars, can afford to part with its best teachers, and commit the instruction of its youth to inferior minds, admits of no argument. Fortunately, no suggestion of this kind finds favor in Worcester. On the contrary, it is proposed to raise from thirteen to eighteen per cent. the salaries of those teachers who, by the application of rigid tests, shall be known to possess the requisite qualifications.

The whole number of pupils registered has been seventy less than the number last year; but the average number belonging has increased three hundred and thirty-two, and the average daily attendance has increased three hundred and forty. This increase in the averages shows an improved interest in the schools. It may be traced in part to the efforts of teachers, and in part to the labors of the truant officers. It is possible, however, to so force the attendance at school as to produce more harm than good. A certain amount of irregularity, in absence and tardiness, there must necessarily be; and the attempt to reduce this irregularity below a reasonable amount, may tend to drive pupils from school. This we have endeavored to avoid. Schools are not kept to secure perfect attendance; good attendance is sought, in order that we may have the best schools.

Drawing.—Drawing has been taught as a regular branch of study a number of years with encouraging results, but with less unity and system than could be desired, owing to great diversity of attainment on the part of the teachers. To improve the instruction in this respect, a special teacher was employed in September. Thus far the plan promises well. The work of the pupils is very satisfactory. The teachers of each grade meet once a month for instruction by the special teacher. Free Evening Drawing Schools were organized in October.

The work of the evening classes last year is described in the following report of the committee on Evening Drawing Schools for 1873-74:—

Instruction has been given during the past winter to the following classes :

1. Advanced class in freehand, . . .	Mr. Gladwin, teacher,	30 lessons.
2. Beginners' class in freehand, . . .	Mr. Gladwin, " "	30 " "
3. Advanced class in mechanical drawing, . . .	Mr. Higgins, " "	30 " "
4. Beginners' class in mechanical drawing, . . .	Mr. Alden, " "	30 " "
5. Carpenters' class,	Mr. Alden, " "	30 " "

Record of Attendance.

1. Whole number,	68	Average number,	43
2. " "	124	" "	80
3. " "	32	" "	22
4. " "	66	" "	39
5. " "	26	" "	15
Total,	316		

Course of Instruction.

The instruction given has been for the most part similar to that of the previous winter, except that the advanced class in freehand drawing were able to devote themselves exclusively to copying from the imported casts.

In addition to the above regular classes, however, a voluntary class has been held, on Wednesday evening, at the suggestion and under the direction of Messrs. Alden and Higgins, to give opportunity for more advanced and finished work in mechanical drawing. "Instruction was given," according to Mr. Alden's report, which is inclosed, "in various departments of the science and art, including isometrie, perspective, the construction of shadows, brush shading, line shading, coloring, the designing of machines, plans of buildings, etc."

The attendance in this class has been very gratifying, and the work highly satisfactory; and much credit is due to the two instructors whose voluntary services have carried this experiment to so successful a conclusion. The committee recommend that in case the work exhibited by this class prove as creditable as now anticipated, a similar class be made supplementary to the regular course for the coming year.

Sewing.—The sewing-school to which reference was made in the last report, closed in the month of May. It opened December 6, 1873, with eight children and four teachers; it closed with 117 children and 17 teachers. The number of different children in attendance was 147; present the last day, 113. The garments made and donated to the little makers, numbered 316. The cost of material was \$113.04, all but \$25 of which which was contributed by benevolent persons. The teaching was voluntary, and reflects great credit upon those who engaged in it. A similar school has been opened the present season.

Noble Examples.—Within the year two eminent citizens of Massachusetts have passed away, whose example, each unsurpassed in his sphere, is worthy to be held up for the admiration of the young: Charles Sumner, the incorruptible statesman, and Louis Agassiz, the untiring investigator and teacher.

On the 16th of March, between the hours of three and four in the afternoon, during the obsequies of Mr. Sumner in Boston, the ordinary exercises of all our schools were suspended, and the time, or some portion of it, was spent by the teacher of each school in setting forth, according to the capacity of the pupils, the life and public services and the noble character of the great senator.

Later in the spring, by permission of the school board, at the suggestion of the treasurer of the teachers and pupils' fund for the Agassiz Memorial, the labors and the enthusiasm, of this great naturalist and teacher were described to the children, and an interest in the objects that he loved and studied was awakened in them. Penny contributions, or very small sums, were received from a large number of pupils, amounting to \$87.23. The High School, by an exhibition, raised \$85.25 for the same purpose.

The amount contributed throughout the county, previous to December 12, 1874, was \$9,192.74; and the number of contributors is estimated at 86,696. The number of contributors is more interesting than the amount contributed, for it in some degree indicates the extent of the influence of Agassiz. We are taught more by example than by precept; scholarship and integrity are often—perhaps oftenest—developed by seeing, admiring and imitating these qualities in the great and the good. Teachers cannot too often refer children to such examples.

We sometimes meet with those who would apply the same measure to the conduct and the progress of a school-boy in the Worcester of to-day, which they made use of fifty years ago. We who are engaged in training the youth of this city, have before us, however, a very different problem from that which was presented to the Bancrofts, the Burnsidés, the Fosters and the Goings, fifty years ago. Then, that first locomotive whose coming and going was announced by the little bell in the tower, and whose trips were delayed by a slight fall of snow, had not come into the Foster Street station from Boston. The boy of that day listened to the stage-horn instead of the steam-whistle. There was for him less bustle, less stir and busy hum of machinery; no daily papers thick as leaves in Vallambrosa; no nervous click of the telegraph, the symbol of a restless, pulsating life. He had more leisure, more time for thought; he could study individual men more; he saw masses of men less. The great forces of nature had not then been harnessed so much as they now have, to move in smoothly gliding courses, or with noisy, ponderous wheels, and seem almost instinct with life and thought. A man was less like a machine, and a machine less like a man. It is true that human nature was the same then as now; truth, no doubt, is unchanging through all the years; and the power of steam and electricity are the same as when Abraham

baked his unleavened bread in front of his tent, or the Egyptian, on the banks of the Nile, wondered at the lightning, thousands of years before.

But we have a very different conception of the steam and the lighting from that of these ancient men; truth, though unchanging, is viewed with different eyes as age by age augments the experience of the race, and thus it lives in perpetual youth; and human nature develops into different forms and exhibits itself in different phases under the changed conditions of modern life. Whether this busy, teeming life, this hurry and bustle, is a real improvement upon the past, is not a question of practical concern; for the nineteenth century is here for better or for worse, and it will not go back.

In a brief school-time, which year by year grows shorter; in the midst of a hurry of business, a hurry of men and a hurry of everything, which day by day becomes more intense; with the almost limitless horizon of knowledge and of thought constantly extending itself in all directions; and with a constantly rising standard of general intelligence and education which every one must reach who does not wish to occupy a position relatively lower,—these are some of the conditions under which the education of to-day must be carried on; and how to modify from time to time, and organize our schools, so that they may accomplish for each pupil the best that is possible for him, is a problem, ladies and gentlemen, fit to task the wisest thought.

Superintendent.—ALBERT P. MARBLE.

AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL
COMMITTEES OF THE SEVERAL TOWNS AND
CITIES IN THE COMMONWEALTH, FOR
THE SCHOOL-YEAR 1874-75.

BARNSTABLE COUNTY.

T O W N S .	Population—State Census, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in 1874 for Breeding School-Houses.	Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School-Houses.	No. of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1874.	No. of different persons employed as Teachers in Pub. Sch'ls.	
												Males.	Fem.
Barnstable,	4,302	\$2,571,884 00	26	\$745 00	\$950 39	—	814	690	3	140	752	5	31
Brewster, .	1,219	687,270 00	7	—	—	\$7,000 00	237	167	—	57	240	1	7
Cheatham, .	2,274	752,300 00	14	1,500 00	116 14	15,000 00	502	360	2	89	478	2	13
Dennis, .	3,369	1,371,748 00	13	—	420 00	35,000 00	675	495	5	144	638	7	11
Eastham, .	639	192,513 00	4	—	—	4,000 00	154	115	2	24	150	3	4
Falmouth, .	2,211	2,228,636 00	14	2,064 48	173 44	17,000 00	418	320	1	70	394	6	13
Harwich, .	3,355	1,069,565 00	15	—	125 00	30,000 00	728	564	—	117	664	9	14
Mashpee, .	278	112,825 00	2	—	45 83	800 00	74	37	1	12	81	1	3
Orleans, .	1,373	424,550 00	8	—	200 00	8,000 00	303	202	2	73	227	1	7
Provincetown, .	4,343	1,739,608 00	15	—	5,150 00	15,000 00	923	707	—	110	808	3	17
Sandwich, .	3,417	1,371,000 00	22	1,106 82	460 19	20,000 00	797	520	7	104	710	5	24
Truro, .	1,098	286,454 00	7	—	100 00	5,000 00	261	181	1	50	248	6	6
Wellfleet, .	1,988	882,296 00	13	—	250 00	8,000 00	398	326	—	64	412	4	13
Yarmouth, .	2,264	1,459,638 00	10	—	179 74	11,000 00	380	269	—	45	340	6	9
Total, .	32,130	\$15,070,287 00	170	\$5,416 30	\$8,170 73	\$175,800 00	6,664	4,953	24	1,099	6,142	59	172

BERKSHIRE COUNTY.

Adams, .	14,416	\$6,267,420 00	45	—	\$2,078 29	\$180,000 00	2,965	1,831	6	213	2,907	8	58
Alford, .	389	277,946 00	3	—	. 10 00	1,600 00	50	31	3	6	56	2	3

SCHOOL RETURNS.

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Becket,	1,329	\$480,233	00	11	-	-	\$925	00	328	242	11	41	333	2	14
Cheshire,	1,693	1,049,751	00	10	-	\$55 42	15,500	00	353	254	10	56	380	3	10
Clarksburg,	670	272,301	00	3	-	-	5,000	00	132	85	2	5	140	-	4
Dalton,	1,759	1,251,530	00	8	-	100 00	7,000	00	379	224	11	42	278	-	11
Egremont,	890	542,302	00	5	-	-	1,000	00	140	90	2	20	140	2	6
Florida,	572	199,070	00	6	\$611 00	-	1,200	00	210	130	4	12	210	2	11
Gt. Barrington,	4,385	3,728,839	00	22	-	50 00	30,400	00	907	532	18	190	859	6	28
Hancock,	730	448,855	00	7	-	-	2,000	00	121	96	4	12	140	2	7
Hinsdale,	1,571	861,228	00	10	-	600 00	15,000	00	431	251	15	37	400	1	15
Lanesborough,	1,357	771,497	00	8	-	23 00	9,000	00	350	195	7	25	330	3	11
Lee,	3,900	1,926,666	00	16	-	500 00	20,000	00	711	555	6	15	774	4	15
Lenox,	1,845	1,213,523	00	11	-	300 00	10,000	00	389	268	20	21	396	6	12
Monterey,	703	247,388	00	8	1,200 00	50 00	3,500	00	161	98	5	13	172	3	10
Mt. Washington,	177	90,285	00	2	-	40 00	2,500	00	46	25	-	11	62	1	3
New Ashford,	160	106,852	00	2	-	25 00	600	00	49	26	1	10	35	1	2
New Marlboro',	2,037	790,641	00	14	-	-	7,000	00	429	294	12	55	373	2	21
Otis,	855	309,712	00	8	-	-	2,063	00	205	135	8	36	173	1	12
Peru,	443	168,616	00	6	-	8 00	5,000	00	134	74	7	21	111	2	6
Pittsfield,	12,267	8,392,127	00	41	10,515 66	1,449 22	110,000	00	2,109	1,464	29	161	2,405	5	63
Richmond,	1,141	592,969	00	6	-	50 00	2,500	00	220	102	20	15	238	3	6
Sandisfield,	1,172	494,898	00	12	-	75 00	5,900	00	296	175	14	48	219	5	13
Savoy,	730	240,200	00	8	-	50 00	2,150	00	170	102	6	27	131	2	12
Sheffield,	2,233	1,180,230	00	13	1,629 00	93 75	11,000	00	522	300	14	95	457	3	17
Stockbridge,	2,089	2,478,097	00	8	-	440 43	20,000	00	364	308	7	57	372	1	10
Tyringham,	517	269,281	00	3	-	75 00	3,000	00	116	83	8	17	114	1	6
Washington,	603	269,847	00	6	184 09	-	600	00	145	88	5	18	199	3	8
W. Stockbridge,	1,981	896,843	00	8	-	-	8,000	00	343	238	6	28	416	3	9
Williamstown,	3,683	1,912,971	00	15	-	1,268 79	27,000	00	781	462	10	104	618	2	23
Windsor,	624	241,672	00	9	-	20 85	1,000	00	168	86	8	29	123	4	11
Total,	66,921	\$37,973,790	00	334	\$14,239 75	\$7,362 75	\$510,438	00	13,724	8,844	279	1,440	13,561	83	437

BARNSTABLE COUNTY—CONTINUED.

T O W N S.	Agg'te Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the value of Board.		Raised for Taxes for Schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the sch'l-year 1874-5.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence by School Committee, including the Salary of Superintendent.	Expenses of Printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
			Males.	Females.							
Barnstable, .	212	8-3	\$74 40	\$38 70	\$10,000 00	\$200 00	\$304 90	\$50 00	-	\$2,000 00	\$100 00
Brewster, .	50-15	7-14	60 00	38 40	2,200 00	-	100 00	20 00	-	-	-
Chatham, .	118-10	8-9	82 67	23 17	4,000 00	3 00	175 00	36 00	\$175 00	-	-
Dennis, .	104-10	8	63 60	34 00	5,200 00	-	175 00	50 00	100 00	-	-
Eastham, .	30	7-10	53 84	30 76	1,200 00	-	85 00	10 00	-	-	-
Falmouth, .	99	7-6	43 00	35 63	3,800 00	-	221 55	55 75	-	10,300 00	900 00
Harwich, .	110	8	56 00	35 00	5,000 00	125 00	150 00	25 00	-	-	-
Mashpee, .	14	7	53 00	28 00	500 00	-	-	10 00	-	-	-
Orleans, .	73	9-3	110 00	22 86	2,300 00	-	100 00	40 00	100 00	-	-
Provincetown, .	132-18	9-17	94 05	29 00	7,600 00	-	384 00	100 00	-	-	-
Sandwich, .	178	8-2	61 00	32 34	8,300 00	300 00	350 00	67 50	350 00	3,750 00	260 00
Truro, .	46	7-13	57 50	25 66	1,800 00	-	93 00	20 00	-	-	-
Wellfleet, .	102-10	9	81 66	34 00	5,000 00	-	-	25 00	-	-	-
Yarmouth, .	87	9	78 70	42 50	4,000 00	100 00	110 00	24 00	-	15,874 58	952 47
Total, .	7-19	-	\$69 24	\$32 14	\$60,900 00	\$728 00	\$2,248 45	\$533 25	\$725 00	\$31,924 58	\$2,212 47

BERKSHIRE COUNTY—CONTINUED.

Adams, .	438-11	9-14	\$100 46	\$43 08	\$27,482 00	-	\$300 00	\$155 00	-	-	-
Alford, .	22	7-7	29 00	24 00	400 00	-	30 00	7 00	-	-	-

SCHOOL RETURNS.

V

	71-5	7-5	\$46 00	\$26 50	\$1,500 00	\$198 50	\$44 01	\$10 00	-	\$168 00	\$10 08
Becket, .	87-17	8-17	68 67	32 25	3,500 00	35 00	107 00	6 00	-	-	-
Cheshire, .	25	8-7	-	33 33	3,000 00	-	30 00	16 00	-	-	-
Clarksburg,	67-15	8-10	-	35 50	2,700 00	-	90 00	16 00	-	-	-
Dalton, .	38-12	7-14	-	32 00	1,000 00	234 80	48 00	5 00	-	-	-
Egremont, .	36	6	36 75	25 90	700 00	-	-	10 00	-	200 00	12 00
Florida, .	193	8-17	55 00	35 43	8,900 00	25 00	112 75	25 00	-	960 71	57 64
Gt. Barrington,	34-14	5-15	37 00	20 57	1,000 00	12 00	50 00	5 00	-	200 00	12 00
Hancock, .	74	7-8	32 00	32 40	2,655 00	-	55 00	20 00	-	-	-
Hinsdale, .	62-11	7-16	40 00	31 37	2,000 00	12 00	108 00	7 00	-	175 00	66 92
Lanesborough,	143-5	8	76 00	33 00	4,500 00	50 00	164 00	10 00	-	1,600 00	96 00
Lee, .	86	7	45 00	32 00	3,700 00	100 00	150 00	10 00	-	-	-
Lenox, .	49-10	6-5	38 00	24 00	800 00	790 00	32 00	6 00	-	1,734 18	104 05
Monterey, .	14-10	7-5	45 00	33 00	400 00	-	35 00	9 00	-	100 00	7 30
Mt. Washington,	13	6-10	25 00	18 50	200 00	-	-	10 00	-	-	-
New Ashford, .	113-5	8	27 50	27 00	3,000 00	88 00	127 00	15 00	-	5,458 77	327 52
New Marlboro',	50	6-5	36 00	21 60	1,100 00	28 00	83 00	10 00	-	-	-
Otis, .	37	6-3	24 00	23 26	600 00	80 00	29 00	9 00	-	-	-
Peru, .	400	9-15	127 00	36 00	27,617 83	-	1,500 00	70 00	\$1,500 00	370 50	22 23
Pittsfield, .	37	6-3	30 00	22 80	800 00	62 00	15 00	10 00	-	-	-
Richmond, .	73-19	6-4	41 80	22 70	1,500 00	605 00	71 41	6 00	-	1,290 00	77 40
Sandisfield, .	49	6-2	40 00	33 00	800 00	308 00	32 00	10 60	-	1,297 00	77 82
Savoy, .	111	8-10	44 00	28 27	2,700 00	-	135 00	15 00	-	1,600 00	96 00
Sheffield, .	76	9-10	140 00	37 25	5,000 00	-	173 00	30 00	-	3,000 00	250 00
Stockbridge, .	25-10	6-8	37 00	31 33	700 00	99 00	25 00	10 00	-	-	-
Tyringham, .	38	6-7	26 67	23 40	1,000 00	-	34 00	10 00	-	-	-
Washington, .	65-6	8-4	47 50	30 80	2,500 00	77 00	92 14	5 00	-	-	-
W. Stockbridge,	729-10	8-6	54 00	31 40	5,500 00	-	62 00	15 00	-	-	-
Williamstown, .	51	5-13	28 00	22 00	1,000 00	48 00	27 25	31 50	-	-	-
Windsor, .											
Total, .	9-18	-	\$49 47	\$29 79	\$116,254 83	\$2,852 30	\$3,761 56	\$574 10	\$1,500 00	\$18,154 16	\$1,216 96

BARNSTABLE COUNTY—CONCLUDED.

TOWNS.	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1875.	How much of said Fund was used for apparatus and books of reference.	
		Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
				Months.	Days.									
Barnstable,	\$592 74	1	Taxation,	9	—	\$1,100 00	—	—	—	—	—	\$372 82	—	—
Brewster, .	—	1	—	—	—	—	—	—	—	—	—	262 17	—	\$20 00
Chatham, .	—	1	Taxation,	9-10	923 75	—	—	—	—	—	—	315 32	—	—
Dennis, .	63 14	1	Taxation,	9	550 00	—	—	—	—	—	—	314 21	—	—
Eastham, .	—	1	—	—	—	—	—	—	—	—	—	234 17	—	—
Falmouth, .	349 51	1	—	9	550 00	1	40	\$180 00	—	—	—	238 27	—	—
Harwich, .	—	1	—	—	—	—	—	—	—	—	—	314 44	—	—
Mashpee, .	40 00	1	—	—	—	—	—	—	—	—	—	219 46	—	—
Orleans, .	—	1	Taxation,	10	1,100 00	—	—	—	—	—	—	253 87	—	—
Provincetown, .	—	1	Taxation,	10	1,200 00	—	—	—	—	—	—	344 14	—	—
Sandwich, .	233 98	1	Taxation,	10	1,000 00	1	—	—	—	1	19	\$500 00	322 99	172 17
Truro, .	18 00	1	—	—	—	—	—	—	—	—	—	258 37	—	51 08
Wellfleet, .	48 00	1	Taxation,	10	1,000 00	—	—	—	—	—	—	315 09	—	—
Yarmouth, .	75 07	1	In part Tax,	9	1,100 00	—	—	—	—	1	12	200 00	232 10	—
Total, .	\$1,420 44	8	—	—	—	\$8,523 75	2	40	\$180 00	2	31	\$700 00	\$3,997 38	\$243 25

BERKSHIRE COUNTY—CONCLUDED.

	2	Taxation,	{ 9-15 9-15	-	2	50	\$75 00	\$627 86
Adams, .	\$531 00	-	-	-	-	-	-	-
Alford, .	15 00	-	-	-	-	-	-	215 19

SCHOOL RETURNS.

vii

Becket, . . .	\$10 08	-	-	-	-	-	-	3	64	-	\$280 68	-
Cheshire, . .	99 49	-	-	-	-	-	-	-	-	-	245 62	-
Clarksburg, .	-	-	-	-	-	-	-	-	-	-	237 02	-
Dalton, . . .	-	-	-	-	-	-	-	-	-	-	207 66	\$10 00
Egremont, . .	60 56	-	-	-	-	-	-	1	30	\$350 00	233 93	-
Florida, . . .	70 00	-	-	-	-	-	-	-	-	-	279 73	-
Gt. Barrington, .	268 04	1	Taxation,	9-15	\$1,600 00	-	-	2	30	800 00	328 27	-
Hancock, . . .	-	1	Taxation,	7-15	400 00	-	-	-	-	-	231 09	40 30
Hinsdale, . . .	-	-	-	-	-	-	-	-	-	-	285 43	-
Lanesborough, .	-	-	-	-	-	-	-	1	11	350 00	281 87	-
Lee,	-	1	Taxation,	10	1,500 00	-	-	1	20	320 00	344 58	-
Lenox,	-	1	Taxation,	9-10	1,000 00	-	-	1	50	500 00	228 07	57 00
Monterey, . . .	33 38	-	-	-	-	-	-	-	-	-	239 63	-
Mt. Washington, .	22 40	-	-	-	-	-	-	-	-	-	215 19	-
New Ashford, . .	-	-	-	-	-	-	-	-	-	-	209 97	-
New Marlboro', .	175 00	-	-	-	-	-	1	-	-	-	294 92	-
Otis,	94 42	-	-	-	-	-	-	-	-	-	242 00	-
Peru,	33 94	-	-	-	-	-	-	-	-	-	227 53	61 00
Pittsfield, . . .	-	1	Taxation,	10	2,000 00	-	-	3	-	-	665 37	-
Richmond, . . .	35 52	-	-	-	-	-	-	1	15	5,000 00	252 20	-
Sandisfield, . .	87 78	-	-	-	-	-	-	1	15	125 00	260 98	-
Savoy,	-	-	-	-	-	-	-	-	-	-	232 27	-
Sheffield, . . .	278 38	1	Taxation,	9-10	684 00	-	-	-	-	-	250 85	-
Stockbridge, . .	-	1	Taxation,	9-15	1,450 00	-	-	1	9	900 00	219 78	-
Tyringham, . . .	57 35	-	-	-	-	-	-	-	-	-	227 05	-
Washington, . .	-	-	-	-	-	-	-	-	-	-	244 85	-
W. Stockbridge, .	-	-	-	-	-	-	-	1	40	300 00	290 88	-
Williamstown, . .	-	1	Taxation,	9-10	570 00	-	-	2	100	2,850 00	298 54	-
Windsor,	77 00	-	-	-	-	-	-	-	-	-	227 53	-
Total,	\$1,949 34	10	-	-	\$13,204 00	1	34	20	434	\$11,570 00	\$8,626 54	\$168 30

BRISTOL COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in 1874 for Erecting School-Houses.	Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School- Houses.	No. of different Scholars in Public Schools dur- ing the School-year.	Avg. attendance in all the Pub. Schools dur- ing the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1874.	No. of differ- ent persons employed as Teachers in Pub. Sch'ls.	
												Males.	Fem.
Acushnet, .	1,059	\$576,300 00	7	\$4,211 00	\$57 12	\$5,621 83	240	132	5	28	222	3	9
Attleborough, .	9,224	4,214,337 00	32	-	7,600 00	91,800 00	1,645	1,090	38	145	1,549	3	41
Berkley, .	781	311,291 00	6	1,267 96	374 31	4,000 00	119	98	4	22	120	2	8
Dartmouth, .	3,434	1,680,500 00	19	2,050 00	855 53	30,000 00	596	340	4	88	484	8	24
Dighton, .	1,755	810,985 00	10	-	20 00	12,650 00	390	261	11	42	317	3	13
Easton, .	3,898	2,253,595 00	18	-	338 92	62,800 00	817	655	9	58	787	4	20
Fairhaven, .	2,768	1,313,400 00	10	-	1,293 61	12,000 00	598	391	4	51	441	4	12
Fall River, .	45,296	50,019,573 00	92	100,738 07	16,748 26	578,618 67	9,062	4,505	-	223	8,977	10	119
Freetown, .	1,396	627,545 00	8	-	50 00	7,000 00	236	164	4	32	230	1	14
Mansfield, .	2,656	1,029,496 00	10	-	700 00	9,300 00	437	333	3	31	489	1	12
New Bedford, .	25,871	25,512,305 00	66	-	19,493 77	190,700 00	3,725	2,877	-	295	4,238	7	95
Norton, .	1,595	771,630 00	8	-	559 95	12,000 00	290	184	6	26	226	5	10
Raynham, .	1,687	1,014,848 00	9	-	210 00	9,550 00	331	228	3	26	295	1	16
Rehoboth, .	1,827	796,819 00	15	-	145 00	6,125 00	397	240	10	41	314	3	16
Seekonk, .	1,167	664,588 00	8	2,205 97	31 15	6,768 00	222	142	9	18	170	-	13
Somerset, .	1,940	902,357 00	7	-	147 18	9,600 00	365	294	7	17	359	1	12
Swansen, .	1,308	639,025 00	10	-	30 00	5,000 00	262	168	5	27	228	4	10
Taunton, .	20,429	17,090,228 00	59	-	1,500 00	205,260 00	3,654	2,522	-	254	3,758	7	68
Westport, .	2,912	1,360,550 00	21	3,550 00	400 00	14,500 00	672	399	22	74	485	7	24
Total, .	131,003	\$111,579,372 00	415	\$114,023 00	\$49,554 80	\$1,273,293 50	24,058	15,023	144	1,498	23,689	74	536

DUKES COUNTY.

Chilmark, .	508	\$279,954 00	4	-	\$178 75	\$2,000 00	88	62	4	12	89	3	4
Edgartown, .	1,707	2,199,550 00	9	\$2,338 00	100 00	7,800 00	316	272	1	20	350	1	12
Gay Head, .	216	13,248 00	1	83 00	22 00	300 00	29	27	1	4	28	1	1
Gosnold, .	115	192,495 00	1	-	-	1,000 00	19	12	2	3	23	-	1
Tisbury, .	1,525	685,728 00	9	-	75 00	7,000 00	297	222	27	44	312	2	11
Total, .	4,071	\$3,370,925 00	24	\$2,421 00	\$375 75	\$18,100 00	749	595	35	83	802	7	29

BRISTOL COUNTY—CONTINUED.

T O W N S.	Agg're Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the value of Board.		Raised by Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1874-5.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence, including the Salary of Superintendent.	Expenses of Printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
			Males.	Females.							
Acushnet, .	59-15	8-10	\$45 00	\$26 83	\$2,000 00	—	\$85 00	\$20 00	—	\$15,700 00	—
Attleborough, .	281-2	8-12	91 33	38 76	14,500 00	—	900 00	80 00	—	—	\$1,094 00
Berkley, .	45	7-10	32 00	30 00	1,200 00	—	65 00	13 00	—	—	—
Dartmouth, .	143-12	7-10	42 00	26 52	4,500 00	—	149 50	45 00	—	—	—
Dighton, .	75-10	7-11	42 67	33 92	2,750 00	—	97 50	20 00	—	—	—
Easton, .	262	9	103 20	33 75	8,000 00	—	131 05	75 00	—	—	—
Fairhaven, .	90-15	9-15	87 50	38 53	6,000 00	—	300 00	—	—	—	—
Fall River, .	848-15	9-12	155 00	52 16	64,976 00	—	2,603 50	265 00	\$2,360 00	—	—
Freetown, .	61-10	8-8	50 00	30 19	1,800 00	—	75 00	10 00	—	—	—
Mansfield, .	82	8-4	100 00	32 00	4,689 50	—	293 75	45 00	—	950 00	70 00
New Bedford, .	660	10	163 57	60 00	60,469 50	—	2,450 00	296 22	2,350 00	50,000 00	3,000 00
Norton, .	63-7	7-17	42 20	34 10	2,000 00	—	95 00	19 25	—	—	—
Raynham, .	72	8	44 00	39 00	3,000 00	—	150 00	30 00	—	—	—
Rehoboth, .	105	7	35 66	33 00	3,200 00	—	76 25	30 00	—	2,800 00	196 00
Seekonk, .	62-17	7-17	—	30 36	2,000 00	\$15 00	67 00	12 00	—	—	—
Somerset, .	56	8	50 00	41 00	3,308 00	—	67 00	25 00	—	—	—
Swansea, .	70	7	44 00	32 00	2,645 63	22 50	60 00	24 00	60 00	—	—
Taunton, .	561	9-10	121 67	42 14	42,000 00	—	2,000 00	255 86	2,000 00	8,500 00	850 00
Westport, .	163-5	7-1	47 22	30 67	5,000 00	—	200 00	30 00	—	—	—
Total, .	9-01	—	\$72 05	\$36 05	\$234,038 63	\$37 50	\$9,865 55	\$1,295 33	\$6,770 00	\$77,950 00	\$5,210 00

DUKES COUNTY—CONTINUED.

Chilmark, . .	21	6	\$43 33	\$24 75	\$500 00	—	\$42 00	\$6 00	—	—
Edgartown, .	71	7-18	70 00	24 67	3,325 00	—	125 00	35 00	—	—
Gay Head, . .	6	6	45 00	17 00	90 00	—	10 00	8 00	—	—
Gosnold, . .	9	9	—	26 00	150 00	—	—	4 00	—	—
Tisbury, . .	54	6	50 42	25 83	2,000 00	—	75 00	28 50	—	—
Total, . .	6-14	—	\$52 18	\$23 65	\$6,065 00	—	\$252 00	\$81 50	—	—

BRISTOL COUNTY—CONCLUDED.

T O W N S.	Income of Funds, ap- propriated to Public Schools at the option of the Town, includ- ing Tax on dogs.	H I G H S C H O O L S.				I N C O R P . A C A D E M I E S.			U N I N C O R . A C A D E M I E S A N D P R I V A T E S C H O O L S.			Town's share of School Fund, payable Janu- ary 25, 1875.	How much of said Fund was used for apparatus and books of reference.	
		Number.	How supported.	L E N G T H.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tui- tion.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
				Months.	Days.									
Acushnet, .	\$119 45	1	-	10	-	\$1,200 00	1	-	-	1	15	\$150 00	\$251 49	\$9 35
Attleborough, .	912 60	2	Taxation,	10	-	1,200 00	1	-	-	-	-	-	458 55	90 00
Berkley, .	99 92	1	-	-	-	-	1	-	-	-	-	-	203 70	-
Dartmouth, .	380 75	1	Taxation,	9	-	600 00	1	-	-	3	60	475 00	295 22	-
Dighton, .	171 71	1	-	-	-	-	1	-	-	1	40	30 00	270 71	-
Easton, .	339 40	1	Taxation,	9	-	1,200 00	1	-	-	1	20	500 00	345 05	-
Fairhaven, .	-	1	Taxation,	9-10	-	1,275 00	1	-	-	-	-	-	248 71	-
Fall River, .	-	1	Taxation,	10	-	2,800 00	1	-	-	3	167	4,884 00	-	371 21
Freetown, .	-	1	-	-	-	-	1	-	-	-	-	-	251 26	-
Mansfield, .	-	1	Taxation,	10	-	1,000 00	1	-	-	-	-	-	271 73	-
New Bedford, .	-	1	Taxation,	10	-	2,000 00	1	72	\$7,350 00	20	325	5,000 00	-	-
Norton, .	272 21	-	-	-	-	-	1	100	5,500 00	-	-	-	270 00	-
Raynham, .	204 45	-	-	-	-	-	-	-	-	-	-	-	223 80	35 00
Rehoboth, .	290 58	-	-	-	-	-	-	-	-	-	-	-	282 34	-
Seekonk, .	164 24	-	-	-	-	-	-	-	-	-	-	-	242 72	12 00
Somerset, .	-	-	-	-	-	-	-	-	-	-	-	-	281 87	-
Swansea, .	-	-	-	-	-	-	-	-	-	-	-	-	253 16	-
Taunton, .	-	1	Taxation,	10	-	1,600 00	1	-	1,800 00	2	55	400 00	-	-
Westport, .	354 90	1	Taxation,	9	-	700 00	-	-	-	2	50	55 00	282 41	-
Total, .	\$3,310 21	10	-	-	-	\$13,575 00	3	172	\$14,650 00	33	732	\$11,494 00	\$4,432 72	\$517 56

DUKES COUNTY—CONCLUDED.

Chilmark, .	-	-	-	-	-	-	-	-	16	\$30 00	\$221 36	-
Edgartown, .	-	-	-	-	-	-	-	-	-	-	233 76	\$50 00
Gay Head, .	-	-	-	-	-	-	-	-	-	-	206 88	-
Gosnold, .	\$3 80	-	-	-	-	-	-	-	-	-	204 75	-
Tisbury, .	-	-	-	-	1	70	\$100 00	-	-	-	271 66	-
Total, .	\$3 80	1	-	-	1	70	\$100 00	2	16	\$30 00	\$1,138 41	\$50 00

ESSEX COUNTY.

T O W N S .	Population—State Census, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in		Amount expended in 1874 for Erecting School-Houses.	Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School- Houses.	No. of different Scholars in Public Schools dur- ing the School-year.	Avg. attendance in all the Pub. Schools dur- ing the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1874.	No. of differ- ent persons employed as Teachers in Pub. Sch'ls.	
														Males.	Fem.
Amesbury, .	5,987	\$2,526,757 00	29	—	—	—	\$831 25	\$44,000 00	1,034	805	7	134	1,207	6	36
Andover, .	5,097	2,841,972 00	18	—	—	—	—	69,139 00	936	614	23	30	832	—	30
Beverly, .	7,263	8,367,675 00	30	\$47,000 00	—	—	—	161,000 00	1,356	1,086	—	137	1,506	2	34
Boxford, .	834	619,045 00	5	—	—	—	105 00	4,500 00	149	91	5	32	131	2	7
Bradford, .	2,347	1,253,545 00	8	—	—	—	150 00	24,000 00	433	290	—	46	407	2	9
Danvers, .	6,024	3,305,050 00	19	—	—	—	1,000 00	37,750 00	1,151	871	11	79	1,149	6	26
Essex, .	1,713	855,125 00	9	—	—	—	—	16,000 00	325	257	3	26	324	—	9
Georgetown, .	2,214	1,011,465 00	10	—	—	—	100 00	10,000 00	416	320	—	5	326	1	11
Gloucester, .	16,754	8,472,329 00	33	1,500 00	—	—	3,000 00	160,000 00	3,801	2,780	10	342	3,191	7	89
Groveland, .	2,084	840,840 00	6	—	—	—	225 00	14,000 00	319	233	19	16	382	2	6
Hamilton, .	797	512,676 00	4	—	—	—	57 85	3,250 00	172	102	4	30	137	3	4
Haverhill, .	14,628	10,661,520 00	54	43,568 00	—	—	4,325 00	273,700 00	2,887	1,649	13	285	2,639	7	61
Ipswich, .	3,674	1,822,492 00	13	—	—	—	124 00	12,500 00	497	425	10	20	583	4	17
Lawrence, .	34,907	22,918,775 00	66	16,799 57	—	—	5,930 94	454,600 00	4,791	3,446	13	280	5,385	7	85
Lynn, .	32,600	28,368,913 00	59	—	—	—	5,014 93	462,000 00	5,498	4,298	—	260	7,373	7	117
Lynnfield, .	769	741,499 00	4	—	—	—	109 18	8,000 00	135	96	—	18	120	—	7
Manchester, .	1,560	1,788,863 00	8	6,500 00	—	—	125 00	13,800 00	326	227	8	42	271	1	11
Marblehead, .	7,677	4,109,591 00	21	—	—	—	929 87	30,000 00	1,534	1,342	—	107	1,581	2	24
Methuen, .	4,205	2,114,895 00	15	—	—	—	277 52	20,000 00	645	478	8	72	568	2	16
Middleton, .	1,092	479,705 00	5	—	—	—	—	8,500 00	220	138	3	24	196	—	7
Nahant, .	766	6,250,244 00	2	—	—	—	155 92	400 00	102	70	—	21	90	1	1
Newbury, .	1,426	782,100 00	6	900 00	—	—	500 00	4,000 00	196	140	7	10	213	—	10
Newburyport, .	13,323	7,884,107 00	35	—	—	—	1,752 98	102,100 00	2,571	1,600	—	124	2,474	6	44

North Andover, .	2,981	\$2,085,140 00	14	-	\$100 00	\$43,000 00	619	421	6	59	492	4	17
Peabody, .	8,066	6,133,362 00	21	-	1,275 67	146,500 00	1,435	1,078	2	90	1,569	5	36
Rockport, .	4,490	1,982,738 00	11	-	-	20,000 00	781	587	-	161	775	3	19
Rowley, .	1,162	522,047 00	5	-	108 00	3,500 00	179	121	1	12	211	1	7
Salem, .	25,953	25,845,676 00	74	\$6,791 14	6,634 68	320,000 00	4,206	2,953	14	305	4,343	8	87
Salisbury, .	4,078	1,950,460 00	18	-	100 00	36,000 00	820	513	5	53	757	3	18
Saugus, .	2,578	1,796,233 00	11	4,500 00	-	25,000 00	456	344	3	35	511	1	14
Swampscott, .	2,128	2,486,135 00	8	-	390 00	22,500 00	383	308	-	25	378	2	21
Topsfield, .	1,221	716,144 00	5	-	31 50	4,000 00	210	132	4	20	235	2	5
Wenham, .	911	533,975 00	5	-	175 00	3,000 00	158	128	2	8	155	-	5
West Newbury, .	2,021	1,085,258 00	11	-	104 32	17,500 00	454	301	12	33	422	1	11
Total, .	223,330	\$163,666,351 00	642	\$127,558 71	\$33,633 61	\$2,574,239 00	39,195	28,244	193	2,941	40,933	98	901

BOARD OF EDUCATION.

ESSEX COUNTY—CONTINUED.

TOWNS.	Agg Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the value of Board.		Raised by Taxes for Schools, including board, fuel, care of fires and school-rooms, for the school-year 1874-5.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence by School Committee, including the Salary of Superintendent.	Expenses of Printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
			Males.	Females.							
Amesbury,	223-7	7-14	\$96 21	\$28 68	\$10,000 00	—	\$300 00	\$72 00	—	\$151,258 00	—
Andover,	171	9-10	—	41 22	9,500 00	—	400 00	—	—	8,397 00	—
Beverly,	292-10	9-15	150 00	39 68	18,500 00	—	120 00	80 00	—	3,000 00	180 00
Boxford,	41	8-4	52 00	35 00	1,200 00	—	150 00	25 00	—	3,940 00	230 00
Bradford,	80	10	200 00	48 50	6,000 00	—	140 00	30 00	—	200,000 00	12,000 00
Danvers,	179-2	9-8	114 01	35 13	12,100 00	\$100 00	673 62	66 44	—	—	—
Essex,	81	9	—	35 63	3,000 00	—	125 00	20 50	\$125 00	—	—
Georgetown,	90	9	111 11	43 00	4,500 00	—	200 00	30 00	—	—	—
Gloucester,	310	9-2	121 00	38 43	40,500 00	—	2,500 00	200 00	2,000 00	—	—
Groveland,	57	9-10	50 00	39 00	2,268 00	—	145 00	25 00	—	—	—
Hamilton,	30-10	7-12	52 00	28 66	1,000 00	—	47 80	16 52	—	—	—
Haverhill,	540	10	132 85	55 67	48,000 00	500 00	980 00	300 00	—	6,478 00	313 69
Ipswich,	126	9-14	97 25	37 50	5,100 00	—	125 00	30 00	—	—	—
Lawrence,	660	10	166 66	53 10	56,389 24	—	3,000 00	180 00	3,000 00	—	—
Lynn,	582-5	10	188 34	60 00	87,533 96	—	1,317 78	441 70	—	—	—
Lynnfield,	40	10	—	37 00	1,500 00	—	61 00	24 67	—	—	—
Manchester,	71	9-5	84 21	30 42	3,000 00	—	300 00	45 00	—	5,950 00	604 32
Marblehead,	215-5	10-5	156 25	44 27	14,195 28	200 00	—	128 50	—	—	—
Methuen,	134-10	8-19	100 00	35 89	7,000 00	—	256 00	32 50	—	—	—
Middleton,	45	9	—	36 00	1,700 00	6 00	60 80	20 00	—	—	—
Nahant,	20-15	10-8	125 00	48 00	3,000 00	—	75 00	36 00	—	—	—
Newbury,	45-5	7-11	—	29 00	1,500 00	—	50 00	24 00	—	20,000 00	1,200 00
Newburyport,	350	10	119 42	35 49	30,100 00	—	200 00	115 00	—	65,000 00	3,900 00

North Andover, . . . 142-1	10-1	\$96 87	\$41 82	\$7,800 00	-	\$290 00	\$30 00	-	-	\$200 00	\$12 00
Peabody, . . . 215-5	10-5	157 32	50 30	26,725 00	-	432 75	70 00	-	-	6,060 00	480 00
Rockport, . . . 96-10	8-15	62 21	32 86	5,707 78	-	350 00	33 00	-	-	-	-
Rowley, . . . 42-10	8-10	60 00	27 00	1,650 00	-	90 00	27 00	-	-	-	-
Salem, . . . 797	10-4	186 08	51 95	60,763 65	-	2,291 67	618 18	\$2,500 00	-	4,000 00	200 00
Salisbury, . . . 158	8-15	100 00	31 75	7,000 00	-	325 00	-	300 00	-	-	-
Saugus, . . . 115-10	10-10	80 00	38 00	6,000 00	-	175 00	155 00	-	-	-	-
Swampscott, . . . 83	10-7	114 28	40 12	7,000 00	-	185 00	60 00	-	-	-	-
Topshfield, . . . 39	7-16	56 00	37 17	1,500 00	-	50 00	25 00	-	-	-	-
Wenham, . . . 42-10	8-10	-	35 50	1,600 00	-	82 00	15 00	-	-	-	-
West Newbury, . . . 88	8	60 00	35 27	3,643 07	-	170 00	32 00	-	-	-	-
Total, . . . 9-13	-	\$101 32	\$39 03	\$496,975 98	\$806 00	\$15,668 42	\$2,908 01	\$7,925 00	\$465,826 00	\$27,517 00	

ESSEX COUNTY—CONCLUDED.

TOWNS.	Income of Funds, appropriate to the Schools at the option of the Town, including Tax on dogs.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1875.	How much of said Fund was used for apparatus and books of reference.	
		Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
				Months.	Days.									
Amesbury,	-	4	Taxation,	9-10*		\$4,000 00	1	-	-	2	28	\$438 80	\$83 00	
Andover,	-	1	Endowment,	10		2,000 00	2	310	\$14,825 00	-	28	325 13	-	
Beverly,	-	1	Taxation,	10		1,600 00	-	-	-	2	40	347 17	-	
Boxford,	\$149 58	1	-	-		-	-	-	-	1	14	228 72	-	
Bradford,	-	1	Taxation,	10		2,000 00	1	164	12,234 00	-	-	244 45	-	
Danvers,	346 12	1	Taxation,	10-5		1,500 00	-	-	-	-	-	374 08	43 40	
Essex,	-	1	-	-		-	-	-	-	-	-	279 50	-	
Georgetown,	167 68	1	Taxation,	9		1,000 00	-	-	-	-	-	234 25	-	
Gloucester,	405 87	1	Taxation,	10		2,000 00	-	-	-	2	58	782 36	120 00	
Groveland,	-	-	-	-		-	1	50	750 00	-	-	286 86	-	
Hamilton,	-	-	-	-		-	-	-	-	-	-	233 23	-	
Haverhill,	1,336 36	1	Taxation,	10		2,000 00	-	-	-	1	54	750 00	-	
Ipswich,	249 62	1	Taxation,	10		870 00	-	-	-	1	75	1,250 00	-	
Lawrence,	-	1	Taxation,	10		2,500 00	-	-	-	2	1,200	272 92	-	
Lynn,	-	1	Taxation,	10		2,400 00	-	-	-	6	162	-	-	
Lynnfield,	65 12	1	-	-		-	-	-	-	-	-	226 81	-	
Manchester,	-	1	Taxation,	9-10		800 00	-	-	-	-	-	215 02	-	
Marblehead,	483 50	1	Taxation,	10-5		1,500 00	-	-	-	2	41	487 97	-	
Methuen,	-	1	Taxation,	9		1,000 00	-	-	-	-	-	299 97	-	
Middleton,	80 31	-	-	-		-	-	-	-	-	-	241 53	47 74	
Nahant,	-	-	-	-		-	-	-	-	-	-	20 88	-	
Newbury,	108 20	-	-	-		-	1	50	300 00	-	-	226 35	-	
Newburyport,	-	1	Taxation,	10		2,000 00	1	80	300 00 +	3	100	572 82	-	

North Andover, .	\$336 44	1	Taxation,	10	\$1,200 00	-	-	-	-	-	-	\$287 16	-
Peabody, .	904 51	1	Taxation,	10-5	1,850 00	-	-	-	-	-	25	355 46	-
Rockport, .	-	1	Taxation,	9	600 00	-	-	-	-	-	-	336 04	-
Rowley, .	100 00	1	-	-	-	-	-	-	-	-	-	249 60	-
Salem, .	1,640 08	1	Taxation,	10-8	3,000 00	-	-	-	-	18	410	-	-
Salisbury, .	218 20	1	Taxation,	10	1,200 00	-	-	-	-	2	25	332 00	-
Saugus, .	-	1	Taxation,	10-10	840 00	-	-	-	-	-	-	273 87	\$50 00
Swampscott, .	75 00	-	-	-	-	-	-	-	-	-	-	238 27	153 83
Topsfield, .	114 50	-	-	-	-	-	-	-	-	-	-	259 32	-
Wenham, .	-	-	-	-	-	-	-	-	-	-	-	237 97	-
West Newbury, .	-	-	-	-	-	-	-	-	-	2	28	254 88	-
Total, .	\$6,781 09	24	-	-	\$35,860 00	6	654	\$28,109 00	45	2,260	\$22,298 80	\$9,163 28	\$447 97

* Each.

† Free.

FRANKLIN COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in 1874 for Erecting School-Houses.	Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School- Houses.	No. of different Scholars in Public Schools dur- ing the School-year.	Avg. attendance in all the Pub. Schools dur- ing the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1874.	No. of differ- ent persons employed as Teachers in Pub. Sch'ls.	
												Males.	Fem.
Ashfield, .	1,190	\$523,442 00	14	\$800 00	\$250 50	\$5,600 00	243	168	7	43	217	2	23
Barnardston, .	991	391,168 00	6	-	326 00	3,550 00	171	117	5	5	159	-	9
Buckland, .	1,921	608,451 00	10	-	108 87	7,100 00	439	274	11	57	395	2	14
Charlemont, .	1,029	356,645 00	9	-	112 28	6,000 00	203	131	43	43	173	2	14
Coleraine, .	1,699	696,998 00	15	700 00	200 00	7,000 00	382	314	9	65	328	5	18
Conway, .	1,452	827,747 00	13	-	180 00	5,500 00	335	197	12	49	282	2	17
Deerfield, .	3,414	1,335,423 00	19	-	1,024 47	11,000 00	600	440	12	103	645	4	32
Erving, .	794	319,725 00	5	-	16 06	4,150 00	110	102	4	14	157	1	7
Gill, .	673	476,735 00	6	-	45 00	3,800 00	131	85	3	29	109	-	9
Greenfield, .	3,540	2,783,653 00	16	-	500 00	54,400 00	574	434	9	79	639	5	23
Hawley, .	588	163,030 00	8	-	27 64	2,800 00	135	116	2	24	145	-	11
Heath, .	545	198,445 00	8	-	250 00	2,000 00	144	99	6	22	122	2	10
Leverett, .	821	315,325 00	11	-	-	5,200 00	171	104	5	32	131	-	11
Leyden, .	524	207,244 00	5	-	-	2,200 00	131	85	-	24	120	5	5
Monroe, .	190	49,010 00	3	-	165 00	750 00	58	36	2	5	46	-	4
Montague, .	3,380	2,103,900 00	17	15,000 00	125 00	46,000 00	636	562	-	73	582	1	23
New Salem, .	923	324,750 00	8	-	100 00	3,000 00	169	120	4	24	144	1	11
Northfield, .	1,641	715,203 00	12	282 00	102 00	4,200 00	317	249	5	40	316	4	18
Orange, .	2,497	1,411,340 00	15	-	301 12	15,604 00	401	282	5	47	379	1	19
Rowe, .	661	186,941 00	7	-	-	2,500 00	132	99	7	21	125	-	8
Shelburne, .	1,590	868,352 00	11	-	875 00	12,000 00	391	274	7	139	265	2	14
Shutesbury, .	558	187,470 00	7	-	25 00	1,000 00	139	96	3	22	107	1	13
Sunderland, .	860	447,220 00	6	-	15 00	10,000 00	222	166	9	42	168	-	11

Warwick, . . .	744	\$275,830 00	9	\$791 80	\$15 00	\$3,416 80	143	116	2 ⁵¹	25	128	2	12
Wendell, . . .	503	194,298 00	5	-	47 03	400 00	93	62	6	6	83	-	8
Whately, . . .	958	733,311 00	6	-	60 00	1,850 00	190	119	8	15	200	1	8
Total, . . .	33,686	\$16,701,656 00	251	\$17,573 80	\$4,870 47	\$221,020 80	6,660	4,847	144	1,048	6,165	43	352

HAMPDEN COUNTY.

Agawam, . . .	2,248	\$1,186,088 00	10	\$29,604 76	\$60 00	\$33,754 00	410	257	10	45	429	3	14
Blandford, . .	964	397,510 00	13	-	6 00	5,750 00	229	150	3	35	210	4	15
Brimfield, . .	1,201	624,840 00	9	-	391 25	7,500 00	238	138	7	11	242	1	13
Chester, . . .	1,396	530,246 00	9	-	-	14,350 00	341	197	8	38	247	1	13
Chicopee, . . .	10,331	5,141,046 00	23	-	641 76	70,000 00	1,478	918	24	182	2,070	5	35
Granville, . . .	1,240	412,374 00	12	-	-	5,000 00	338	190	10	47	321	1	19
Holland, . . .	334	140,015 00	4	-	311 12	1,600 00	81	50	1	16	71	2	5
Holyoke, . . .	16,260	9,244,232 00	30	-	2,179 02	150,210 00	1,268	829	13	51	2,331	3	38
Longmeadow, .	1,467	1,025,055 00	11	888 08	222 22	12,000 00	366	203	5	37	277	1	15
Ludlow, . . .	1,222	529,358 00	9	-	-	-	244	140	6	28	211	1	13
Monson, . . .	3,733	1,327,926 00	17	991 35	-	10,500 00	605	358	11	27	552	3	22
Montgomery, .	304	147,063 00	5	-	90	2,000 00	66	51	6	4	64	-	8
Palmer, . . .	4,572	1,771,279 00	19	-	1,573 92	21,000 00	976	535	20	20	929	6	20
Russell, . . .	638	440,445 00	6	-	-	-	156	105	7	7	163	1	8
Southwick, . .	1,114	602,701 00	10	-	100 00	6,500 00	272	153	9	52	182	2	12
Springfield, .	31,026	38,336,778 00	97	65,304 00	16,545 00	532,885 00	5,448	3,804	14	371	4,712	10	118
Tolland, . . .	452	280,310 00	7	550 00	-	1,350 00	91	54	10	12	98	-	10
Wales, . . .	1,020	486,877 00	6	500 00	15 00	2,300 00	145	110	8	9	158	-	11
Westfield, . . .	8,429	7,342,984 00	28	1,425 00	1,200 00	150,000 00	1,451	1,084	16	150	1,230	5	47
West Springfield,	3,739	2,650,807 00	16	27,000 00	400 00	75,000 00	651	482	5	25	658	2	24
Wilbraham, . .	2,575	934,148 00	14	-	-	7,000 00	489	283	6	6	435	4	15
Total, . . .	94,265	\$73,502,584 00	355	\$126,263 19	\$23,646 19	\$1,108,699 00	15,343	10,091	199	1,173	15,590	55	475

FRANKLIN COUNTY—CONTINUED.

T O W N S .	Age & Length of Public Schools for the year.	In Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1874-5.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence by School Committee, including the Salary of Superintendent.	Expenses of Printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
				Males.	Females.							
Ashfield,	84-10		6-1	\$35 00	\$28 56	\$1,500 00	\$457 00	\$100 00	\$3 00		\$933 00	\$56 00
Barnardston,	40		6-13	—	32 63	1,000 00	—	80 00	12 00		10,716 67	1,250 17
Buckland,	66		6-6	41 00	30 00	2,000 00	—	138 95	23 00		914 83	54 89
Charlemont,	55		6-3	29 00	27 50	1,500 00	—	90 00	15 00		800 00	48 00
Coleraine,	105		7	32 67	24 58	3,000 00	150 00	120 00	30 00		—	—
Conway,	80-2		6-3	71 74	28 80	3,050 00	60 00	107 50	18 50		—	—
Deerfield,	147-14		7-15	36 25	35 00	5,750 00	—	316 39	24 00		13,000 00	1,040 00
Erving,	39-10		7-16	26 00	32 42	1,200 00	—	70 50	9 00		900 00	54 00
Gill,	39		6-10	—	31 75	1,000 00	140 00	42 00	7 00		—	—
Greenfield,	143-10		9-5	69 20	40 86	10,126 23	—	238 45	31 00		400 00	23 73
Hawley,	48		6	—	25 31	1,036 32	—	54 50	17 00		—	—
Heath,	48		6	28 00	24 00	1,000 00	—	62 00	10 00		—	—
Leverett,	45-6		6-3	—	26 10	1,050 62	72 00	40 00	14 00		—	—
Leyden,	31		6-4	30 00	23 00	700 00	—	42 50	7 00		—	—
Monroe,	18		6	—	21 33	300 00	—	39 75	9 00		—	—
Montague,	127-10		7-10	100 00	38 00	6,000 00	—	437 00	20 00	\$400 00	—	—
New Salem,	43-10		6-4	28 00	25 43	1,250 00	—	60 00	20 00		7,000 00	490 00
Northfield,	80-15		6-14	48 90	32 10	2,375 00	—	77 50	28 00		400 00	24 00
Orange,	103		6-17	111 11	26 87	3,900 00	—	250 00	50 00		—	—
Rowe,	39		5-17	—	25 07	1,000 00	—	—	12 00		200 00	12 00
Shelburne,	82		7-9	100 00	36 00	3,900 00	115 00	316 00	25 00		—	—
Shutesbury,	42		6	35 00	24 00	1,000 00	—	54 25	12 00		267 66	16 66
Sunderland,	44-8		7-8	—	37 75	1,800 00	—	105 00	20 00		—	—

Warwick, . . .	50-10	\$31 00	\$22 90	\$1,200 00	-	\$55 00	\$27 90	\$500 00	\$30 00
Wendell, . . .	30	-	23 67	700 00	-	49 60	9 00	540 00	39 44
Whately, . . .	48-15	34 00	29 25	1,500 00	-	60 00	-	-	-
Total, . . .	6-14	\$49 27	\$28 95	\$58,838 17	\$994 00	\$3,006 89	\$490 40	\$36,572 16	\$3,138 89

HAMPDEN COUNTY—CONTINUED.

Agawam, . . .	76	7-12	\$68 33	\$35 75	\$3,000 00	-	\$100 00	\$10 00	-	-
Blandford, . .	70-13	5-18	34 67	27 71	1,000 00	\$867 60	55 00	12 00	\$2,400 00	\$144 00
Brimfield, . .	63	7-10	37 00	30 11	2,000 00	-	103 87	18 50	67,000 00	4,475 00
Chester, . . .	54	6	60 00	30 00	2,000 00	-	84 35	16 00	-	-
Chicopee, . . .	226-10	9-17	166 66	47 32	20,725 00	115 00	600 00	32 00	-	-
Granville, . .	72-14	6-1	40 00	30 17	2,000 00	-	40 00	15 00	-	-
Holland, . . .	22	5-10	28 00	25 40	400 00	-	20 50	8 00	222 22	13 33
Holyoke, . . .	326-16	10-18	126 67	41 44	25,350 00	-	1,655 07	49 39	1,600 00	-
Longmeadow, .	83-5	7-13	45 00	35 80	3,200 00	-	150 00	43 75	731 00	51 17
Ludlow, . . .	58-10	6-10	35 00	30 50	1,800 00	-	113 50	8 00	-	-
Monson, . . .	132-5	7-15	35 00	33 00	4,800 00	-	214 42	-	25,500 00	2,165 00
Montgomery, .	30	6	-	24 00	700 00	90 00	21 60	9 00	-	-
Palmer, . . .	150-17	8-14	58 33	35 38	6,000 00	-	363 99	16 00	850 00	57 38
Russell, . . .	36	6	34 00	24 55	850 00	-	13 25	8 00	-	-
Southwick, . .	79	7-17	31 00	30 49	1,500 00	32 00	163 00	24 65	15,618 01	1,086 06
Springfield, .	970	10	189 00	57 00	107,000 00	-	3,600 00	18 75	3,500 00	-
Tolland, . . .	32-10	4-12	-	23 20	500 00	100 00	25 50	5 00	-	-
Wales, . . .	36	6	-	26 50	800 00	-	42 75	15 00	-	-
Westfield, . . .	265	9-8	145 00	46 00	22,000 00	500 00	600 00	75 00	48,000 00	3,300 00
West Springfield,	160	10	72 00	38 00	7,800 00	-	250 00	20 00	13,800 00	850 00
Wilbraham, . .	107-15	8	32 50	32 00	3,200 00	-	164 34	24 00	1,705 00	102 31
Total, . . .	8-12	-	\$68 78	\$33 54	\$216,625 00	\$1,704 60	\$8,381 14	\$428 04	\$175,826 23	\$12,244 25

FRANKLIN COUNTY—CONCLUDED.

[illegible]

SCHOOL RETURNS.

XXV

Warwick, . .	-	-	-	-	-	1	24	\$130 00	\$229 66	-
Wendell, . .	-	-	-	-	-	-	-	-	219 69	-
Whately, . .	-	-	-	-	-	1	45	250 00	252 92	\$51 30
Total, . .	8	-	-	\$8,208 77	1	-	337	\$3,680 00	\$6,494 23	\$480 42

HAMPDEN COUNTY—CONCLUDED.

Agawam, . .	-	-	-	-	-	-	-	-	\$244 44	\$25 00
Blandford, . .	-	-	-	-	-	-	-	-	252 68	-
Brimfield, . .	1	Endowment.	10-5	\$1,500 00	-	-	-	-	259 80	-
Chester, . .	-	-	-	-	-	3	140	\$300 00	250 54	-
Chicopee, . .	2	Tax'n, {	10	2,000 00	-	*3	500	225 00	485 02	125 00
Granville, . .	-	-	-	1,500 00	-	-	-	-	275 93	-
Holland, . .	-	-	-	-	-	-	-	-	217 80	-
Holyoke, . .	1	Taxation,	10	1,600 00	-	1	1,100	-	608 65	-
Longmeadow, . .	-	-	-	-	-	-	-	-	213 12	-
Ludlow, . .	-	-	-	-	-	-	-	-	248 65	-
Monson, . .	1	Taxation,	10	1,500 00	1	155	35	450 00	281 70	-
Montgomery, . .	-	-	-	-	-	-	-	-	214 00	-
Palmer, . .	1	Taxation,	9	735 00	-	-	-	-	350 28	-
Russell, . .	-	-	-	-	-	-	-	-	228 48	-
Southwick, . .	1	Not by tax,	8	350 00	-	-	-	-	253 87	-
Springfield, . .	1	Taxation,	10	3,000 00	-	15	250	12,000 00	-	225 00
Tolland, . .	-	-	-	-	-	-	-	-	224 68	-
Wales, . .	-	-	-	-	-	-	-	-	232 74	-
Westfield, . .	1	Taxation,	10	2,000 00	-	2	40	400 00	311 80	-
West Springfield, . .	1	Taxation,	10	1,000 00	-	-	-	-	300 44	75 00
Wilbraham, . .	-	-	-	-	1	600	12	60 00	294 44	-
Total, . .	10	-	-	\$15,185 00	2	755	2,077	\$13,435 00	\$5,749 06	\$450 00

* Two are Catholic schools—no return of tuition.

HAMPSHIRE COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in 1874 for Erecting School-Houses.	Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School- Houses.	No. of different Scholars in Public Schools dur- ing the School-year.	Avg. attendance in all the Pub. Schools dur- ing the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1874.	No. of differ- ent persons employed as Teachers in Pub. Sch'ls.	
												Males.	Fem.
Amherst, . .	3,937	\$2,567,124 00	18	—	\$924 88	\$60,000 00	857	571	10	121	691	2	26
Belchertown, . .	2,315	1,025,201 00	17	—	535 42	10,000 00	555	368	19	93	444	9	93
Chesterfield, . .	746	333,658 00	9	—	—	—	160	90	2	22	147	1	13
Cummington, . .	916	438,253 00	10	—	—	7,500 00	198	157	3	35	179	2	13
Easthampton, . .	3,964	2,558,150 00	16	—	500 00	38,000 00	876	518	22	95	817	—	24
Enfield, . .	1,065	662,730 00	8	—	20 65	2,500 00	174	133	3	15	168	2	15
Goshen, . .	349	139,850 00	4	—	38 00	1,500 00	91	53	—	19	73	1	6
Granby, . .	812	499,810 00	9	—	10 00	3,000 00	191	135	7	29	144	1	13
Greenwich, . .	606	304,176 00	7	—	—	—	112	93	12	17	97	1	12
Hadley, . .	2,125	1,428,728 00	13	—	201 47	21,900 00	530	331	12	31	433	—	20
Hatfield, . .	1,600	1,140,366 00	7	—	200 00	15,000 00	284	208	7	13	304	—	12
Huntington, . .	1,095	520,144 00	8	—	364 77	14,000 00	221	138	21	30	141	1	15
Middlefield, . .	603	396,430 00	8	—	—	4,000 00	179	118	8	21	156	1	12
Northampton, . .	11,108	8,065,306 00	52	—	—	85,000 00	2,207	1,527	26	327	2,217	5	51
Pelham, . .	633	183,097 00	4	—	1,050 00	—	117	82	1	15	117	1	9
Plainfield, . .	481	216,430 00	6	—	33 02	1,600 00	107	80	6	19	83	1	7
Prescott, . .	493	203,157 00	10	—	404 06	2,000 00	111	76	5	23	95	1	7
South Hadley, . .	3,370	1,715,621 00	13	—	150 00	3,500 00	747	486	5	87	615	2	20
Southampton, . .	1,050	499,662 00	8	—	220 00	40,000 00	222	135	11	30	187	2	9
Ware, . .	4,142	1,674,310 00	20	—	125 00	—	926	573	10	99	914	3	25
Westhampton, . .	556	316,751 00	5	—	1,200 00	31,000 00	111	92	4	2	152	1	11
					16 00	2,200 00							

Williamsburg, .	2,029	\$1,534,643 00	13	-	\$700 00	\$16,000 00	571	329	1	35	518	1	22
Worthington, .	818	356,189 00	11	-	-	5,000 00	161	106	5	40	160	1	17
Total, .	44,813	\$26,779,787 00	276	-	\$6,693 27	\$363,700 00	9,708	6,399	200	1,218	8,852	39	452

HAMPSHIRE COUNTY—CONTINUED.

T O W N S .	Ave Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1874-5.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendent by School Committee, including salary of Superintendent.	Expenses of Printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
			Males.	Females.							
Amherst, .	140-16	7-16	\$133 00	\$45 76	\$10,450 00	-	\$1,200 00	\$80 00	-	\$5,000 00	\$300 00
Belchertown, .	129-13	7-18	47 36	27 83	5,000 00	-	250 00	30 00	-	-	-
Chesterfield, .	59-5	6-12	40 00	24 00	900 00	\$590 50	60 00	15 00	-	500 00	35 00
Cummington, .	65	6-10	36 66	25 11	1,300 00	658 00	60 00	12 00	-	-	-
Easthampton, .	143-5	9	-	36 75	7,300 00	-	200 00	20 00	-	27,000 00	9,000 00
Enfield, .	51-4	6-16	36 00	27 75	1,500 00	-	51 50	8 00	-	-	-
Goshen, .	25-11	6-8	28 00	23 71	500 00	164 00	29 00	9 00	-	-	-
Granby, .	61-10	6-17	35 00	28 00	1,750 00	-	90 00	9 00	-	-	-
Greenwich, .	40-10	6	40 00	29 96	1,100 00	-	50 00	15 00	-	500 00	20 00
Hadley, .	100-16	7-15	-	29 67	3,500 00	-	121 00	15 00	-	30,297 12	2,616 97
Hatfield, .	63-10	9	-	35 00	2,000 00	-	100 00	15 00	-	55,000 00	4,250 00
Huntington, .	69-10	8	50 00	31 00	2,000 00	20 00	150 00	25 00	\$150 00	-	-
Middlefield, .	50-10	6-6	-	25 07	1,050 00	-	51 50	7 00	-	-	-
Northampton, .	47-5	9	140 00	41 00	26,300 00	-	1,700 00	300 00	1,750 00	2,906 87	268 62
Pelham, .	30	7-10	36 00	31 00	1,000 00	-	83 18	15 00	-	-	-
Plainfield, .	36	6	36 66	21 37	700 00	-	47 50	17 00	-	-	-
Prescott, .	30	6	35 00	24 88	600 00	-	30 00	15 00	-	-	-
South Hadley, .	111	8-11	133 00	37 00	7,500 00	-	25 00	17 00	-	2,000 00	120 00
Southampton, .	59-18	6-12	29 50	30 59	1,850 00	-	78 00	15 00	-	1,775 00	124 25
Ware, .	147-3	7-7	82 96	32 30	8,168 00	-	336 92	42 00	-	-	-
Westhampton, .	38	7-12	28 00	27 50	1,100 00	60 00	50 00	15 00	-	-	-

SCHOOL RETURNS.

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Williamsburg,	101-10	7-16	\$72 00	\$37 60	\$3,500 00	-	\$260 00	\$16 50	-	\$21,000 00	\$1,950 00
Worthington,	67	6-10	41 00	26 45	1,000 00	\$612 00	-	10 15	-	-	-
Total, .	7-12	-	\$56 85	\$30 40	\$90,068 00	\$2,104 50	\$5,023 60	\$722 65	\$1,900 00	\$145,978 99	\$18,684 84

HAMPSHIRE COUNTY—CONCLUDED.

T O W N S .	Income of Funds, appropriate to Public Schools at the option of the Town, including Tax on dogs.	H I G H S C H O O L S .				I N C O R P . A C A D E M I E S .			U N I N C O R . A C A D E M I E S A N D P R I V A T E S C H O O L S .			Town's share of School Fund, payable January 25, 1875.	How much of said Fund was used for apparatus and books of reference.	
		Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
				Months.	Days.									
Amherst,	\$199 43	1	Taxation,	8-18	\$1,200 00	1	-	-	2	52	\$250 00	\$318 71	-	
Belchertown,	314 00	1	Taxation,	9	800 00	-	-	-	-	-	-	228 54	-	
Chesterfield,	755 98	-	-	-	-	-	-	-	1	16	175 00	234 65	-	
Cummington,	47 78	-	-	-	-	-	-	-	-	-	-	244 37	-	
Easthampton,	194 49	1	Taxation,	9-15	900 00	1	214	\$12,000 00	-	-	-	316 34	-	
Enfield,	-	-	-	-	-	-	-	-	-	-	-	245 09	-	
Goshen,	-	-	-	-	-	-	-	-	1	6	25 00	218 51	-	
Granby,	-	1	Taxation,	8	280 00	-	-	-	-	-	-	234 88	-	
Greenwich,	-	-	-	-	-	-	-	-	-	-	-	225 15	-	
Hadley,	-	1	Not by Tax.	10	1,000 00	1	54	-	1	14	1,500 00	263 90	\$54 92	
Hatfield,	51 00	-	-	-	-	1	75	611 94	-	-	-	221 19	20 64	
Huntington,	78 04	-	-	-	-	-	-	-	3	30	200 00	241 29	-	
Middlefield,	90 90	-	-	-	-	-	-	-	1	30	180 00	235 83	-	
Norhampton,	-	1	Taxation,	10	2,000 00	-	-	-	2	30	1,000 00	519 91	25 00	
Pelham,	-	-	-	-	-	-	-	-	-	-	-	227 76	-	
Plainfield,	33 44	-	-	-	-	-	-	-	-	-	-	217 80	55 38	
Prescott,	24 05	-	-	-	-	-	-	-	1	28	50 00	222 78	18 75	
South Hadley,	203 00	-	-	-	-	-	250	2,500 00	-	-	-	277 66	-	
Southampton,	87 55	1	Taxation,	6	288 00	1	-	-	-	-	-	247 70	-	
Ware,	168 92	1	Taxation,	10	1,200 00	-	-	-	-	-	-	388 24	97 06	
Westhampton,	-	-	-	-	-	-	-	-	1	14	208 00	232 03	-	

Williamsburg,	\$150 00	2	Taxation,	{ 8	\$500 00	-	-	-	-	-	\$275 05	\$40 00
Worthington,	374 77	-	-	8	450 00	-	-	-	1	23	236 78	4 00
Total, .	\$2,773 35	10	-	-	\$8,618 00	6	593	\$15,111 94	14	243	\$3,708 00	\$315 75

MIDDLESEX COUNTY.

T O W N S.	Population—State Census, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in 1874 for		Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School-Houses.	No. of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1874.	No. of different persons employed as Teachers in Pub. Sch'ls.	
				Freeing	Freeing								Males.	Fem.
Acton, .	1,708	\$1,254,284 00	9	—	—	\$48 24	\$33,000 00	350	241	9	98	281	1	12
Arlington, .	3,906	6,014,116 00	19	—	—	803 68	94,500 00	708	557	—	65	694	3	16
Ashby, .	962	496,262 00	9	—	—	85 00	2,800 00	208	152	3	36	160	1	11
Ashland, .	2,211	1,432,269 00	13	—	—	56 40	15,200 00	475	342	4	56	398	1	19
Ayer, .	1,866	1,063,907 00	8	—	—	85 00	12,400 00	438	322	6	57	374	1	9
Bedford, .	896	777,174 00	6	—	—	125 00	9,000 00	148	112	3	22	170	1	8
Belmont, .	1,937	3,835,218 00	8	—	—	—	57,200 00	375	297	—	20	350	1	13
Billerica, .	1,881	1,566,854 00	10	—	—	203 47	18,700 00	317	226	8	9	367	1	16
Boxborough, .	318	244,591 00	4	—	—	10 00	4,000 00	87	61	—	36	68	—	7
Burlington, .	650	510,136 00	6	—	—	150 31	3,500 00	107	78	5	12	88	1	5
Cambridge, .	47,832	66,576,671 00	27	\$33,943 46	18,205 05	50 07	640,000 00	9,743	6,645	—	768	8,655	16	201
Carlisle, .	548	369,483 00	5	—	—	356 13	3,725 00	103	75	2	18	90	—	6
Chelmsford, .	2,372	1,671,305 00	15	—	—	—	—	541	413	7	77	464	3	20
Concord, .	2,676	2,724,925 00	13	—	—	—	20,000 00	462	337	7	56	448	2	19
Dracut, .	1,116	1,439,340 00	10	1,100 00	1,100 00	—	10,000 00	411	216	3	45	390	3	14
Dunstable, .	452	290,750 00	5	1,469 44	1,469 44	99 16	3,000 00	120	75	5	26	90	—	9
Everett, .	3,651	4,408,525 00	13	8,826 00	8,826 00	1,168 85	32,100 00	615	483	—	12	618	3	16
Frammingham, .	5,167	4,257,590 00	23	2,000 00	2,000 00	1,200 00	75,000 00	1,089	781	11	122	831	3	30
Groton, .	1,908	1,981,310 00	13	—	—	1,600 00	30,000 00	492	310	7	54	350	4	18
Holliston, .	3,399	1,880,471 00	16	9,993 00	9,993 00	2,504 70	25,000 00	713	593	25	59	629	2	19
Hopkinton, .	4,503	2,159,459 00	23	—	—	210 00	32,000 00	1,062	795	14	71	1,054	3	31
Hudson, .	3,493	1,735,793 00	14	—	—	500 79	20,400 00	797	563	2	73	880	2	17
Lexington, .	2,505	2,946,424 00	11	—	—	2,000 00	30,000 00	553	366	9	53	465	3	12

SCHOOL RETURNS.

xxxiii

Lincoln, . . .	834	\$803,824 00	5	-	\$217 18	\$12,000 00	153	99	3	19	145	-	7
Littleton, . . .	950	714,085 00	7	\$2,454 15	92 46	18,000 00	259	206	3	62	208	1	9
Lowell, . . .	49,677	36,821,081 00	69	-	7,725 00	394,100 00	7,587	4,861	-	600	6,571	16	134
Malder, . . .	10,843	9,337,700 00	38	3,540 00	4,724 00	125,200 00	2,315	1,727	7	176	1,787	5	40
Marlborough, . . .	8,424	3,264,447 00	34	-	1,858 12	46,400 00	2,021	1,388	13	260	2,016	7	50
Maynard, . . .	1,965	1,276,283 00	6	-	47 23	7,000 00	482	293	7	41	357	1	11
Medford, . . .	6,627	9,786,040 00	19	-	820 56	108,000 00	1,162	945	-	115	1,189	6	20
Melrose, . . .	3,990	4,178,425 00	14	10,000 00	1,000 00	60,000 00	785	689	-	108	759	2	15
Natick, . . .	7,419	3,471,885 00	29	-	237 00	49,450 00	1,496	1,142	7	40	1,386	4	41
Newton, . . .	16,105	28,081,445 00	67	-	-	408,600 00	3,087	2,446	8	335	2,763	6	89
North Reading, . . .	979	454,030 00	6	-	150 00	8,200 00	170	121	3	7	160	-	8
Pepperell, . . .	1,924	1,339,605 00	10	-	289 00	8,500 00	396	246	7	73	302	5	9
Reading, . . .	3,186	2,337,407 00	13	-	575 00	35,000 00	600	503	15	95	525	1	16
Sherborn, . . .	999	892,517 00	7	-	90 00	18,000 00	215	160	2	38	172	1	10
Shirley, . . .	1,352	839,977 00	9	-	195 64	9,000 00	257	231	19	35	267	5	10
Somerville, . . .	21,868	30,824,100 00	73	60,600 00	9,478 71	436,350 00	3,626	3,022	-	262	3,402	8	77
Stoneham, . . .	4,984	2,991,069 00	21	-	4,635 40	80,000 00	999	748	1	152	851	1	32
Stow, . . .	1,022	721,048 00	7	-	42 00	7,000 00	230	182	6	75	187	3	6
Sudbury, . . .	1,177	999,080 00	8	-	-	17,000 00	270	180	5	76	237	1	11
Tewksbury, . . .	1,997	896,731 00	7	-	106 55	12,700 00	204	140	3	8	187	-	12
Townsend, . . .	2,196	821,627 00	14	-	87 00	13,000 00	470	381	4	94	350	3	21
Tyngsborough, . . .	665	290,939 00	7	-	-	6,000 00	144	113	6	56	88	2	9
Wakefield, . . .	5,349	3,985,335 00	17	-	1,500 00	95,000 00	1,053	751	5	94	992	1	26
Waltham, . . .	9,945	10,244,428 00	30	-	1,966 00	160,000 00	1,782	1,414	3	185	1,584	10	42
Watertown, . . .	5,099	8,041,910 00	18	-	5,912 00	123,550 00	869	693	-	111	845	8	21
Wayland, . . .	1,766	1,037,090 00	8	-	834 29	29,700 00	257	208	6	9	263	-	12
Westford, . . .	1,933	975,505 00	11	6,250 00	70 00	20,000 00	385	241	7	58	330	2	18
Weston, . . .	1,282	1,384,666 00	7	-	91 77	6,300 00	192	147	3	19	192	1	7
Wilmington, . . .	879	534,325 00	6	-	779 44	7,000 00	159	133	2	13	150	-	8
Winchester, . . .	3,099	4,758,890 00	12	-	772 00	56,000 00	651	485	3	93	568	2	19
Woburn, . . .	9,568	8,655,576 00	39	75,000 00	1,500 00	170,000 00	2,056	1,606	-	130	2,216	6	47
Total, . . .	284,072	\$290,389,934 00	898	\$215,176 05	\$75,258 20	\$3,718,675 00	54,246	39,541	278	5,284	48,903	163	1,365

MIDDLESEX COUNTY—CONTINUED.

T O W N S .	Agg'e Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the scht.-year 1874-5.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence by School Committee, including the Salary of Superintendent.	Expenses of Printing Reports, etc.	Salary of Superintendent of Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
			Males.	Females.							
Acton,	59-1	6-11	\$60 00	\$37 40	\$2,500 00	\$52 00	\$90 00	\$40 00	\$90 00	\$5,354 00	\$321 24
Arlington,	205	10-6	197 40	56 50	19,072 37	321 24	50 00	95 00	—	—	—
Ashby,	54-12	6-2	32 00	27 78	1,518 21	—	50 00	11 00	50 00	—	—
Ashland,	99-15	7-12	160 00	35 87	5,500 00	—	210 00	48 00	—	—	—
Ayer,	62-18	7-17	120 00	35 37	3,500 00	—	147 00	44 00	—	—	—
Bedford,	47-5	7-18	60 00	31 67	1,600 00	—	50 00	22 00	—	—	—
Belmont,	80	10	160 00	49 80	8,000 00	—	350 00	45 00	—	—	—
BillERICA,	84-13	8-10	40 00	32 80	3,200 00	—	175 00	20 25	37 50	21,000 00	1,470 00
Boxborough,	26	6-10	—	35 00	796 13	—	37 50	27 00	—	—	—
Burlington,	43	7	60 00	30 40	1,200 00	—	60 00	9 00	—	—	—
Cambridge,	270	10	247 92	70 55	172,784 13	—	2,191 62	500 00	3,000 00	10,000 00	937 69
Carlisle,	33-10	6-14	—	28 60	950 00	—	45 15	14 85	—	500 00	30 00
Chelmsford,	103-8	7-8	105 00	32 91	5,000 00	—	200 00	23 00	200 00	—	—
Concord,	139-15	9-15	153 85	42 60	8,000 00	—	—	40 00	—	1,500 00	95 00
Draut,	76	7-2	38 00	34 74	3,400 00	—	225 00	40 00	—	—	—
Dunstable,	30	6	—	29 85	1,000 00	—	32 00	8 00	—	—	—
Everett,	127	10-5	130 00	48 92	10,684 42	—	325 00	—	—	—	—
Frammingham,	196	8-7	140 00	46 50	14,000 00	—	700 00	100 00	700 00	1,258 94	75 54
Groton,	106-10	8-2	49 05	35 28	5,300 00	203 49	353 66	85 00	—	37,620 00	2,627 20
Holliston,	121	7-11	100 00	34 73	6,000 00	—	200 00	57 50	200 00	—	—
Hopkinton,	189-17	8	112 13	40 00	10,000 00	—	450 00	77 00	—	5,000 00	300 00
Hudson,	132-5	9-10	120 00	41 33	7,500 00	—	242 25	50 00	—	—	—
Lexington,	110	10	144 00	50 00	10,100 00	—	300 00	100 00	—	—	—

SCHOOL RETURNS.

XXV

			\$16 67	\$2,200 00	-	\$25 00	\$18 00	\$1,209 21	\$77 73
Lincoln,	44-15	8-19	-	\$2,200 00	-	\$25 00	\$18 00	\$1,209 21	\$77 73
Littleton,	48-15	6-1	\$50 00	2,000 00	-	87 00	33 00	2,140 00	-
Lovell,	682	9-18	166 01	105,369 15	\$17,976 39	2,300 00	458 84	2,300 00	-
Malden,	395-4	10-8	173 08	35,000 00	-	892 00	78 00	-	-
Marlborough,	301	8-17	84 73	20,937 27	-	703 80	209 00	2,000 00	-
Maynard,	60	9-10	80 00	3,200 00	-	100 00	25 30	-	-
Medford,	190	10	168 00	25,800 00	-	1,100 00	70 00	750 00	-
Melrose,	140	10	175 00	13,800 00	-	300 00	-	-	-
Natick,	263-15	8-16	116 19	16,000 00	-	750 00	47 00	-	-
Newton,	670	10	225 00	76,442 13	-	3,000 00	550 44	-	-
North Reading,	54	9	-	1,500 00	500 00	91 00	28 00	-	-
Pepperell,	72-7	7-5	54 56	3,000 00	-	125 00	38 00	-	-
Reading,	117	9	200 00	11,000 00	-	250 00	60 00	-	-
Sherborn,	57-10	8-5	153 84	2,000 00	133 19	165 00	44 00	22,000 00	1,400 00
Shirley,	69-15	7-15	56 60	3,000 00	250 00	123 50	26 50	8,190 52	491 43
Somerville,	694	10	188 57	64,184 33	-	2,000 00	50 00	2,000 00	-
Stonham,	196-10	9-7	200 00	14,000 00	-	600 00	75 00	-	-
Stow,	55	9-5	52 00	2,000 00	-	100 00	25 05	9,600 00	525 00
Sudbury,	63-5	7-19	80 00	3,066 00	-	105 00	17 50	860 00	18 00
Tewksbury,	62-15	8-1	34 57	2,000 00	-	2,000 00	25 00	-	-
Townsend,	81	6	57 58	3,375 00	-	140 00	23 50	-	-
Tyngsborough,	43-10	5-10	55 50	1,138 42	-	129 90	10 00	3,034 00	188 30
Wakefield,	170	10	175 00	15,000 00	-	950 00	100 00	1,500 00	-
Waltham,	293	9-15	140 00	29,376 00	-	647 00	50 00	-	-
Watertown,	180	10	142 50	22,923 70	-	300 00	-	-	-
Wayland,	60-5	8-1	-	2,730 37	-	131 25	18 00	200 00	12 00
Weston,	78	7-2	38 00	3,000 00	-	175 00	27 00	30,221 00	2,000 00
Weston,	64-10	9-3	122 22	4,042 00	-	150 00	18 00	-	-
Wilmington,	41-4	7-10	34 67	1,550 00	-	40 00	25 00	-	-
Winchester,	110	9-4	170 50	11,320 51	-	650 00	75 00	-	-
Woburn,	350	9	139 00	29,000 00	-	1,800 00	100 00	12,000 00	960 00
Total,	9	-	\$119 42	\$331,560 14	\$10,436 31	\$26,414 63	\$3,781 73	\$173,687 67	\$11,529 13

MIDDLESEX COUNTY—CONCLUDED.

T O W N S.	Income of Funds, ap- propriated to Public Schools at the option of the Town, includ- ing Tag on dogs.	H I G H S C H O O L S.				I N C O R P . A C A D E M I E S.			U N I N C O R . A C A D E M I E S A N D P R I V A T E S C H O O L S.			Town's share of School Fund, payable Janu- ary 25, 1875.	How much of said Fund was used for apparatus and books of reference.	
		Number.	How supported.	L E N G T H.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tui- tion.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
				Months.	Days.									
Acton,	\$167 01	1	Taxation,	-	-	-	-	-	1	-	-	\$219 05	-	
Arlington,	-	1	-	10-5	\$2,100 00	-	-	-	1	-	-	132 65	-	
Ashby,	-	-	-	-	-	-	-	-	-	-	-	238 68	\$32 94	
Ashland,	365 16	1	Taxation,	10	1,600 00	-	-	-	1	22	\$50 00	244 44	-	
Ayer,	-	1	Taxation,	10	1,200 00	-	-	-	1	8	40 00	237 80	-	
Bedford,	98 04	-	-	-	-	-	-	-	-	-	-	238 92	-	
Belmont,	-	1	Taxation,	10	1,600 00	-	-	-	1	6	-	184 71	-	
Billerica,	-	-	-	-	-	-	-	-	1	50	300 00	242 07	-	
Boxborough,	-	-	-	-	-	-	-	-	-	-	-	215 42	30 00	
Burlington,	96 39	1	Taxation,	5	200 00	-	-	-	-	-	-	226 81	-	
Cambridge,	-	1	Taxation,	10	4,000 00	-	-	-	-	-	-	-	-	
Carlsle,	79 80	-	-	-	-	-	-	-	15	613	33,752 00	-	-	
Chelmsford,	277 02	2	Taxation,	{ 10 10	930 00 1,170 00	-	-	-	-	-	-	221 12	28 00	
Concord,	-	1	Taxation,	9-15	1,500 00	-	-	-	1	45	65 00	257 49	39 50	
Dracont,	-	-	-	-	-	-	-	-	2	28	7,500 00	252 51	-	
Dunstable,	-	-	-	-	-	-	-	-	-	-	-	225 93	-	
Everett,	368 22	1	Taxation,	-	-	-	-	-	-	-	-	217 32	12 00	
Frammingham,	257 00	2	Taxation,	{ 10 10	1,600 00 1,450 00 1,300 00	-	-	-	1	30	300 00	242 85	-	
Groton,	-	-	-	-	-	-	-	-	3	20	1,500 00	292 20	75 00	
Holliston,	302 81	1	Taxation,	9-10	950 00	-	-	-	1	45	975 00	238 27	-	
Hopkinton,	300 00	1	Taxation,	9	1,150 00	-	-	-	1	3	-	302 81	40 00	
Hudson,	524 11	1	Taxation,	10	1,200 00	-	-	-	2	50	750 00	402 24	-	
									-	-	-	348 61	-	

SCHOOL RETURNS.

xxxvii

Lexington, .	1	Taxation,	10	\$2,000 00	-	-	-	1	30	\$800 00	\$242 07	\$60 52
Lincoln, .	1	Taxation,	9	630 00	-	-	-	1	-	-	232 51	-
Littleton, .	-	-	-	-	-	-	-	1	32	31 25	252 21	-
Lowell, .	1	Taxation,	10	2,500 00	1	60	\$871 67	3	600	3,315 93	-	300 00
Malden, .	1	Taxation,	10-8	2,200 00	-	-	-	1	8	320 00	357 52	-
Marlborough, .	1	Taxation,	10	1,800 00	-	-	-	4	120	1,800 00	624 89	-
Maynard, .	1	Taxation,	3-5	260 00	-	-	-	-	-	-	241 12	50 00
Medford, .	1	Taxation,	10	1,800 00	-	-	-	-	-	-	276 68	-
Melrose, .	1	Taxation,	10	2,000 00	-	-	-	2	25	-	256 37	-
Natick, .	1	Taxation,	10	1,200 00	-	-	-	1	8	160 00	433 87	100 00
Newton, .	1	Taxation,	10	2,750 00	2	146	20,000 00	6	100	5,500 00	-	-
North Reading, .	-	-	-	-	-	-	-	-	-	-	242 95	35 00
Pepperell, .	1	Taxation,	6	540 00	-	-	-	-	-	-	224 27	-
Reading, .	1	Taxation,	9	1,800 00	-	-	-	1	10	100 00	280 98	-
Sherborn, .	1	In part Tax.	6-10	1,000 00	1	66	614 00	-	-	-	242 00	60 00
Shirley, .	-	-	-	-	-	-	-	-	-	-	261 94	-
Somerville, .	1	Taxation,	10	2,400 00	-	-	-	-	-	-	-	-
Stoneham, .	1	Taxation,	10	2,000 00	-	-	-	-	-	-	353 13	75 00
Stow, .	1	In part Tax.	6-15	432 00	-	-	-	-	-	-	247 22	-
Sudbury, .	-	-	-	-	-	-	-	-	-	-	226 98	-
Tewksbury, .	-	-	-	-	-	-	-	-	-	-	247 70	-
Townsend, .	1	Taxation,	3	206 00	-	-	-	1	25	50 00	287 33	-
Tyngsborough, .	1	Not by Tax.	4	300 00	-	-	-	-	-	-	225 36	-
Wakefield, .	1	Taxation,	10	1,750 00	-	-	-	1	12	250 00	316 61	90 00
Waltham, .	1	Taxation,	9-19	2,500 00	1	65	4,100 00	2	40	1,100 00	-	-
Watertown, .	1	Taxation,	10	2,000 00	-	-	-	2	20	400 00	198 85	198 85
Wayland, .	-	-	-	-	-	-	-	-	-	-	208 37	18 00
Westford, .	-	-	-	-	1	70	-	-	-	-	274 98	45 00
Weston, .	1	Taxation,	9	1,100 00	-	-	-	-	-	-	193 90	135 78
Wilmington, .	1	Taxation,	8-15	420 00	-	-	-	-	-	-	235 84	-
Winchester, .	1	Taxation,	10	1,800 00	-	-	-	3	16	-	198 50	-
Woburn, .	1	Taxation,	10	1,800 00	1	45	3,000 00	1	50	600 00	516 35	-
Total, .	40	-	-	\$59,138 00	7	452	\$28,585 67	60	2,016	\$59,659 18	\$13,082 40	\$1,525 59

NANTUCKET COUNTY.

T O W N S .	Population—State Census, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in 1874 for Erecting School-Houses.	Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School-Houses.	No. of different Scholars in Public Schools during the School-year.	Avg. attendance in all the Pub. Schools during the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1874.	No. of different persons employed as Teachers in Pub. Sch'ls.	
												Males.	Fem.
Nantucket.	3,201	\$2,367,239 00	11	—	\$1,031 00	\$15,000 00	464	408	12	12	593	1	12

NORFOLK COUNTY.

Bellingham,	1,244	\$526,028 00	8	—	\$129 57	\$8,150 00	251	162	11	30	190	1	10
Braintree,	4,156	2,615,250 00	16	—	—	38,500 00	678	533	3	38	778	3	21
Brookline,	6,675	27,940,200 00	28	\$9,324 56	1,325 00	248,650 00	1,124	849	3	116	1,192	4	27
Canton,	4,192	3,020,432 00	17	—	721 65	—	808	616	18	59	880	5	19
Cohasset,	2,197	2,231,762 00	13	1,118 72	237 15	19,600 00	458	322	—	27	437	2	12
Dedham,	5,756	6,003,056 00	25	9,657 59	1,330 94	60,000 00	1,063	835	2	80	1,127	4	27
Dover,	650	398,480 00	4	—	—	5,200 00	134	79	3	23	120	1	6
Foxborough,	3,168	1,782,793 00	11	—	—	30,000 00	590	421	1	69	491	3	15
Franklin,	2,983	1,433,635 00	14	3,023 00	221 79	23,800 00	594	395	9	51	535	3	20
Holbrook,	1,726	912,790 00	8	—	1,200 00	13,000 00	352	275	5	25	338	2	11
Hyde Park,	6,316	7,069,323 00	26	—	1,123 64	144,250 00	1,403	989	7	126	1,179	6	29
Medfield,	1,163	885,625 00	5	—	118 26	10,500 00	154	126	1	12	162	2	7
Medway,	4,242	1,725,140 00	18	800 00	1,243 25	30,000 00	908	632	—	54	775	6	18
Milton,	2,738	6,864,600 00	12	—	550 00	24,300 00	437	367	2	57	558	5	19
Needham,	4,548	4,415,706 00	19	36,698 00	2,420 53	85,748 00	933	605	12	68	855	2	23
Norfolk,	920	513,220 00	6	—	55 14	3,400 00	240	130	3	23	196	1	10
Norwood,	1,673	1,613,445 00	9	—	442 38	13,000 00	458	335	—	39	403	1	12

Quincy,	9,155	\$7,123,200 00	29	-	\$5,595 36	\$79,500 00	1,715	1,177	1	60	1,487	6	31
Randolph, .	4,061	2,052,110 00	16	-	846 85	32,900 00	753	574	13	15	976	2	18
Sharon, .	1,330	1,011,099 00	7	-	82 66	10,500 00	294	193	3	31	308	2	8
Stoughton, .	4,842	2,383,725 00	22	\$670 00	975 00	57,900 20	1,277	887	7	100	1,125	6	22
Walpole, .	2,290	1,339,796 00	11	4,105 54	693 63	17,000 00	436	288	1	44	308	1	12
Weymouth,	9,819	5,846,299 00	37	11,815 60	2,926 56	110,000 00	2,006	1,556	5	119	2,013	8	40
Wrentham,	2,395	1,159,734 00	13	-	150 00	13,500 00	489	318	8	45	436	4	16
Total, .	88,239	\$90,867,448 00	374	\$77,213 01	\$22,389 36	\$1,079,398 20	17,615	12,664	118	1,311	16,869	80	433

NANTUCKET COUNTY—CONTINUED.

T O W N S.	Agg'te Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of school-rooms, for the sch'l-year 1874-5.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendent by School Committee, including the Salary of Superintendent.	Expenses of Printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academics and Schools.	Income from Local School Funds.
			Males.	Females.							
Nantucket, .	100	9-2	\$153 00	\$32 98	\$6,000 00	1	\$100 00	\$29 00	1	\$34,000 00	\$2,000 00

NORFOLK COUNTY—CONTINUED.

Bellingham, .	59-13	7-10	\$32 00	\$34 58	\$2,000 00	\$10 00	\$75 00	\$24 00	\$75 00	\$418 16	\$25 09
Braintree, .	160	10	83 34	37 80	7,500 00	—	228 00	93 00	—	4,500 00	400 00
Brookline, .	280	10	235 00	65 00	38,615 94	—	3,300 00	—	3,000 00	—	—
Canton, .	165-2	9-15	93 75	41 00	10,500 00	—	500 00	52 00	500 00	—	—
Cohasset, .	130	10	93 16	32 15	5,300 00	—	275 00	40 00	200 00	1,000 00	60 90
Dedham, .	258-15	10-7	123 57	45 27	19,000 00	—	500 00	84 00	—	1,100 00	66 00
Dover, .	35-10	8-18	40 00	33 00	1,200 00	—	30 00	12 00	30 00	—	—
Foxborough, .	99-3	9-1	93 37	40 95	6,000 00	60 00	160 00	19 25	—	—	—
Franklin, .	111-16	8-12	72 00	37 35	6,000 00	—	389 30	37 62	—	150,000 00	10,500 00
Holbrook, .	80	10	114 00	38 00	4,500 00	—	260 00	—	—	—	—
Hyde Park, .	260	10	135 41	48 16	23,225 00	—	600 00	—	—	—	—
Medfield, .	49	9-16	80 00	48 40	2,500 00	—	60 00	40 00	—	—	—
Medway, .	131	7-14	96 95	38 26	7,000 00	—	243 35	10 00	—	3,760 19	225 61
Milton, .	120	10	123 00	52 10	12,000 00	—	300 00	100 00	—	100 00	6 00
Needham, .	190	10	130 00	50 00	13,000 00	—	500 00	130 00	—	—	—
Norfolk, .	50	8-7	34 00	34 21	1,800 00	—	111 30	25 00	—	1,166 67	100 00
Norwood, .	89-11	9-19	130 00	45 89	7,500 00	40 50	150 00	26 00	—	—	—
						—		28 00	—	—	—

Quincy,	266	9-2	\$134 05	\$51 54	\$25,000 00	\$834 00	\$138 00	\$2,000 00	\$1,250 00	\$75 00
Randolph,	152-10	9-10	93 37	31 51	7,328 10	323 50	-	-	26,000 00	2,260 05
Sharon,	57	8-2	46 00	34 30	1,800 00	101 75	75 00	-	2,360 00	165 20
Stoughton,	191-16	8-14	75 35	34 47	10,000 00	541 34	35 00	-	-	-
Walpole,	104	9-15	150 00	41 66	6,000 00	130 00	30 00	-	-	-
Weymouth,	369-10	9-19	104 30	34 70	22,500 00	2,127 78	130 00	1,500 00	10,000 00	600 00
Wrentham,	100-8	7-14	90 00	34 00	5,000 00	338 00	69 00	-	1,501 00	90 00
Total,	9-8	-	\$100 11	\$41 01	\$245,269 04	\$12,078 32	\$1,197 87	\$7,305 00	\$203,156 02	\$14,573 85

NANTUCKET COUNTY—CONCLUDED.

T O W N S .	HIGH SCHOOLS.				INCORP. ACADEMIES.				UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1875.	How much of said Fund was used for apparatus and books of reference.	
	Income of Funds, appropriated to Public Schools at the option of the Town, including Tax on dogs.	Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	1	1
				Months.	Days.									
Nantucket, .	-	1	Taxation,	10		\$1,530 00	1	108	\$800 00	1	1	-	\$305 19	1

NORFOLK COUNTY—CONCLUDED.

Bellingham, . .	1	—	—	—	—	—	—	—	1	—	\$250 54	\$13 55
Braintree, . .	1	Taxation,	10	—	\$1,500 00	—	—	—	1	—	291 76	—
Brookline, . .	1	Taxation,	10	—	3,000 00	—	—	—	20	\$600 00	—	—
Canton, . .	1	Taxation,	9-17	—	1,350 00	—	—	—	109	—	—	—
Cohasset, . .	1	Taxation,	11	—	1,500 00	—	—	—	1	150 00	325 19	56 00
Dedham, . .	1	Taxation,	10-7	—	1 800 00	—	—	—	100	2,600 00	252 99	53 07
Dover, . .	1	—	—	—	—	—	—	—	5	—	260 78	175 00
Foxborough, . .	1	Taxation,	9-10	—	1,500 00	—	—	—	—	—	225 39	—
Franklin, . .	1	Taxation,	10	—	1,000 00	1	—	—	2	1,280 00	272 21	—
Holbrook, . .	1	Taxation,	10	—	1,200 00	—	—	—	60	—	285 73	47 51
Hyde Park, . .	1	Taxation,	10	—	1,900 00	—	—	—	—	—	266 20	—
Medfield, . .	1	Taxation,	10	—	2,100 00	—	—	—	—	—	309 90	200 00
Medway, . .	3	Taxation,	9*	—	2,700 00+	—	—	—	—	—	213 11	—
Milton, . .	1	Taxation,	10	—	1,650 00	—	—	—	—	—	282 36	—
Needham, . .	1	Taxation,	10	—	1,300 00	—	—	—	25	1,000 00	113 90	22 57
Norfolk, . .	1	—	—	—	—	—	—	—	—	—	298 61	—
Norwood, . .	1	Taxation,	9-19	—	1,300 00	—	—	—	1	34 50	222 29	—
	—	—	—	—	—	—	—	—	1	160 00	243 02	—

Quincy, . . .	-	1	Taxation, In part tax.	10	\$1,400 00	1	93	\$7,000 00	1	50	\$2,000 00	\$384 41	-
Randolph, . .	-	1	-	9-11	1,072 50	-	-	-	2	20	800 00	383 26	-
Sharon, . . .	\$375 47	-	-	-	-	-	-	-	1	15	400 00	218 58	-
Stoughton, . .	-	1	Taxation,	9	1,200 00	-	-	-	-	-	-	400 11	\$73 13
Walpole, . . .	181 25	1	Taxation,	9-15	1,500 00	-	-	-	-	-	-	222 37	-
Weymouth, . .	-	2	Taxation,	10*	1,300 00	-	-	-	3	73	430 00	472 21	-
Wrentham, . .	271 00	1	Taxation,	9	1,200 00	-	-	-	-	-	-	246 82	-
					1,133 00	-	-	-	-	-	-		-
Total, . . .	\$3,149 17	23	-	-	\$32,605 50	2	93	\$7,000 00	29	510	\$9,454 50	\$6,441 74	\$640 83

† \$900 each.

* Each.

PLYMOUTH COUNTY.

TOWNS.	Population—State Census, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in 1874 for Erecting School-Houses.	Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School- Houses.	No. of different Scholars in Public Schools dur- ing the School-year.	Avg. attendance in all the Pub. Schools dur- ing the School-year.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1874.	No. of differ- ent persons employed as Teachers in Pub. Sch'ls.	
												Males.	Fem.
Abington, . . .	3,241	\$3,030,218 00	25	—	\$1,800 00	\$60,844 00	1,161	944	28	71	1,114	4	30
Bridgewater, . .	3,969	1,966,225 00	18	—	200 00	36,000 00	754	545	10	74	691	8	18
Brockton, . . .	10,578	5,393,917 00	38	\$8,552 00	7,245 00	95,000 00	1,998	1,371	6	152	1,918	6	50
Carver, . . .	1,127	537,825 00	7	—	—	5,915 00	217	166	2	28	199	5	6
Duxbury, . . .	2,245	1,097,000 00	11	2,000 00	168 00	11,200 00	380	319	6	36	411	21	11
E. Bridgewater, .	2,808	1,291,945 00	12	—	707 66	12,000 00	557	428	15	48	520	3	12
Halifax, . . .	568	317,881 00	5	—	—	—	99	59	3	1	89	—	7
Hanover, . . .	1,801	878,789 00	9	—	356 82	10,000 00	335	212	5	30	321	4	7
Hanson, . . .	1,265	496,782 00	7	—	95 40	7,500 00	252	178	11	24	220	2	7
Hingham, . . .	4,654	3,141,084 00	16	—	1,059 59	47,000 00	786	590	5	54	794	6	18
Hull, . . .	316	630,928 00	1	—	—	1,000 00	40	32	3	1	46	—	1
Kingston, . . .	1,569	1,315,871 00	8	—	275 00	22,500 00	300	216	1	50	242	1	9
Lakeville, . . .	1,061	535,569 00	11	—	50 00	5,350 00	216	162	10	19	198	1	17
Marion, . . .	862	428,084 00	6	—	207 60	5,800 00	168	130	—	38	174	1	7
Marshfield, . . .	1,817	898,855 00	10	—	263 98	8,000 00	308	242	4	34	282	—	19
Mattapoisett, . .	1,361	1,158,172 00	7	—	101 00	4,500 00	272	173	2	7	227	3	10
Middleborough, .	5,023	2,310,275 00	22	—	177 00	29,250 00	798	565	15	55	874	2	32
Pembroke, . . .	1,399	592,030 00	9	—	600 00	14,060 00	275	199	6	30	266	3	10
Plymouth, . . .	6,370	3,910,819 00	27	1,000 00	—	50,000 00	1,170	926	3	70	1,150	4	30
Plympton, . . .	755	293,348 00	6	—	—	3,725 00	160	119	7	17	175	—	7
Rochester, . . .	1,001	474,077 00	10	—	28 34	1,250 00	178	172	4	19	176	—	12
Rockland, . . .	4,203	1,915,505 00	18	1,882 68	272 84	26,170 00	1,144	815	—	—	1,034	3	22
Scituate, . . .	2,463	1,249,416 00	13	—	441 37	—	480	381	—	19	461	3	15

[illegible]

SUFFOLK COUNTY.

Boston, . . .	341,919	\$798,750,050 00	498	\$356,932 46	\$97,263 82	\$6,772,400 00	53,752	43,127	10	10,084	56,684	200	1,252
Chelsea, . . .	20,695	18,722,436 00	63	-	4,685 18	432,000 00	4,079	2,710	-	305	3,077	6	70
Revere, . . .	1,603	1,922,185 00	6	-	1,073 39	17,600 00	399	294	-	20	264	1	7
Winthrop, . .	663	805,440 00	4	-	153 91	3,820 00	113	74	-	12	105	-	5
Total, . . .	364,880	\$820,205,111 00	571	\$356,932 46	\$103,176 30	\$7,225,820 00	58,343	46,205	10	10,421	60,130	207	1,334

* Incorporated March 4, 1875. Returns included in Abington.

PLYMOUTH COUNTY—CONTINUED.

T O W N S .	Agg'te Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1874-5.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expenses of Superintendence by School Committee, including the Salary of Superintendent.	Expenses of Printing Reports, etc.	Salary of Superintendent of Public Schools.	Amt't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
			Males.	Females.							
Abington,	221	8-14	\$99 00	\$34 24	\$14,000 00	—	\$540 00	\$175 00	—	\$8,300 00	\$241 51
Bridgewater,	157-10	8-15	73 00	34 00	8,000 00	—	180 00	30 00	—	300 00	18 00
Brockton,	334	8-10	111 20	40 61	21,500 00	—	830 00	75 00	—	—	—
Carver,	47-13	6-16	39 40	27 00	1,800 00	—	88 37	16 50	—	—	—
Duxbury,	100	9	71 25	34 40	3,000 00	\$46 00	305 00	41 00	—	25,000 00	1,750 00
E. Bridgewater,	106-5	8-17	72 56	34 18	5,500 00	100 00	160 71	65 00	—	—	—
Halifax,	38-10	7-14	—	26 40	1,000 00	—	40 00	—	\$10 00	—	—
Hanover,	77-18	8-13	56 83	32 00	2,750 00	—	108 00	20 00	—	2,500 00	150 00
Hanson,	55-15	7-19	48 00	24 00	1,600 00	—	128 00	30 00	—	—	—
Hingham,	151-12	10	102 91	42 50	15,000 00	—	500 00	100 00	500 00	30,600 00	2,500 00
Hull,	9	9	—	40 00	500 00	—	15 00	8 00	—	—	—
Kingston,	76	9-10	100 00	55 52	3,650 00	—	—	—	250 00	—	—
Lakeville,	66	6	35 00	26 75	2,000 00	—	50 00	25 00	—	—	—
Marion,	42	7	50 00	27 00	1,200 00	—	60 00	10 00	60 00	—	—
Marshfield,	88-15	8-18	—	34 30	2,800 00	—	104 00	23 90	—	—	—
Mattapoisett,	60	8-11	77 50	29 70	2,100 00	—	81 50	12 00	—	8,552 00	588 64
Middleborough,	179-18	8-4	74 25	31 85	7,500 00	—	300 00	50 00	—	30,000 00	2,000 00
Pembroke,	77	8-11	45 00	30 95	2,300 00	—	150 00	20 00	—	—	—
Plymouth,	270	10	102 50	34 25	15,500 00	—	500 00	120 00	500 00	—	—
Plympton,	37	6-3	—	30 52	1,000 00	—	58 30	18 00	—	—	—
Rochester,	60-10	6-1	—	28 00	1,500 00	—	60 00	—	—	—	—
Rockland,	165-16	9-4	85 00	33 67	8,500 00	—	286 00	100 00	—	—	—
Scituate,	117	9	66 67	25 69	3,850 00	—	150 00	50 00	—	—	—

South Scituate, .	64	9-3	-	\$38 30	\$2,500 00	-	\$99 00	\$20 00	-	-	-
South Abington, .	-	-	-	-	-	-	-	-	-	-	-
Wareham, .	105-5	7-10	\$65 00	30 50	5,100 00	-	150 00	25 00	-	-	-
W. Bridgewater, .	72	8	-	37 48	3,000 00	-	123 65	50 00	\$113 75	\$80,000 00	\$4,800 00
Total, . .	8-10	-	\$72 37	\$33 22	\$137,150 00	\$146 00	\$5,067 53	\$1,084 40	\$1,463 75	\$185,252 00	\$12,048 15

SUFFOLK COUNTY—CONTINUED.

Boston, .	4942-8	10-7	\$268 12	\$80 69	\$1,426,600 00	-	\$5,250 00	\$3,121 00	\$7,500 00	\$98,965 17	\$6,637 02
Chelsea, .	614-10	9-15	241 25	65 12	60,653 38	-	2,500 00	200 10	2,500 00	-	-
Revere, .	60	10	80 00	43 60	3,500 00	-	140 00	46 66	-	-	-
Winthrop, .	35-5	9	-	37 00	1,400 00	-	32 00	8 00	-	-	-
Total, . .	9-18	-	\$196 46	\$56 60	\$1,492,153 38	-	\$7,928 00	\$3,375 76	\$10,000 00	\$98,965 17	\$6,637 02

PLYMOUTH COUNTY—CONCLUDED.

TOWNS.	HIGH SCHOOLS.				INCOOP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1875.	How much of said Fund was used for apparatus and books of reference.	
	Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.			Aggregate paid for Tuition.
			Months.	Days.									
Abington, .	3	Taxation,	10*		\$3,600 00†	1	106	\$1,600 00	1	1	—	\$320 38	—
Bridgewater, .	1	Taxation,	9		1,500 00	1	106	\$1,600 00	1	1	—	312 07	—
Brockton, .	1	Taxation,	10		2,000 00	1	—	—	4	65	\$550 00	431 87	—
Carver, .	1	—	—		—	1	49	—	1	—	—	248 64	—
Duxbury, .	1	In part tax.	10		1,000 00	1	49	—	1	—	—	244 68	—
E. Bridgewater, .	1	Taxation,	10		1,200 00	1	—	—	1	—	—	293 80	—
Halifax, .	1	—	—		—	1	—	—	1	—	—	220 17	—
Hanover, .	1	Taxation,	5-18		750 00	1	35	650 00	1	—	—	275 22	—
Hanson, .	1	—	—		—	1	—	—	1	—	—	252 21	—
Hingham, .	1	Taxation,	10		2,000 00	1	38	2,000 00	1	20	200 00	282 71	—
Hull, .	1	—	—		—	1	—	—	1	14	—	212 34	—
Kingston, .	1	Taxation,	9-10		950 00	1	—	—	1	—	—	213 12	—
Lakeville, .	1	—	—		—	1	—	—	1	—	—	245 80	—
Marion, .	1	—	—		—	1	—	—	1	—	—	243 42	59 57
Marshfield, .	1	—	—		—	1	—	—	2	20	40 00	266 68	—
Mattapoisett, .	1	In part tax.	10		1,000 00	1	—	—	2	20	40 00	208 61	—
Middleborough, .	1	Taxation,	9-10		1,200 00	1	50	1,200 00	2	80	400 00	367 61	—
Pembroke, .	1	—	—		—	1	—	—	3	40	1,100 00	258 14	64 54
Plymouth, .	1	Taxation,	10		1,500 00	1	—	—	3	40	1,100 00	371 22	—
Plympton, .	1	—	—		—	1	—	—	1	—	—	234 88	—
Rochester, .	1	—	—		—	1	—	—	1	—	—	243 15	—
Rockland, .	1	Taxation,	10		1,200 00	1	—	—	1	17	32 00	—	40 28
Scituate, .	1	Taxation,	9		800 00	1	—	—	1	—	—	—	—

South Abington, .	-	-	-	-	-	-	-	-	-	-	-	\$273 09	\$15 50
South Scituate, .	-	-	-	-	-	-	-	-	-	-	-	290 24	125 00
Wareham, . . .	-	-	-	-	-	-	-	-	-	-	-	280 92	-
W. Bridgewater, .	\$178 11	-	-	-	-	-	-	-	-	-	-	-	-
Total, . . .	\$1,953 10	16	-	-	-	5	278	\$5,450 00	15	281	\$2,572 00	\$6,890 97	\$365 39

SUFFOLK COUNTY—CONCLUDED.

Boston, . . .	\$13,000 50	8	Taxation,	10*	\$29,800 00	19	4,010	\$31,800 00	82	6,243	\$287,315 00	-	-
Chelsea, . . .	-	1	Taxation,	9-15	2,800 00	-	-	-	4	448	6,000 00	-	-
Revere, . . .	60 00	-	-	-	-	-	-	-	-	-	-	\$214 78	\$25 00
Winthrop, . .	112 00	-	-	-	-	-	-	-	-	-	-	220 41	-
Total, . . .	\$13,172 50	9	-	-	\$32,600 00	19	4,010	\$31,800 00	86	6,691	\$293,315 00	\$435 19	\$25 00

* Each.

† \$1,200, each.

BOARD OF EDUCATION.

WORCESTER COUNTY.

T O W N S.	Population—State Cen- sus, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in 1874 for Erecting School-Houses.	Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School- Houses.	No. of different Scholars in Public Schools dur- ing the School-year.	Avg. attendance in all the Pub. Schools dur- ing the School-year.	Persons under 5 years the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1874.	No. of differ- ent persons employed as Teachers in Pub. Sch'ls.	
												Males.	Fem.
Ashburnham,	2,141	\$1,113,518 00	14	—	\$150 00	\$6,000 00	493	438	16	62	461	4	17
Athol,	4,134	2,623,310 00	18	\$1,100 00	—	25,000 00	781	504	—	77	604	2	28
Auburn,	1,233	561,299 00	7	—	30 00	7,400 00	218	154	9	21	258	1	7
Barre,	2,160	1,830,449 00	15	—	301 33	13,500 00	505	343	5	55	436	8	17
Berlin,	987	453,824 00	5	—	45 50	7,000 00	165	153	9	28	194	—	7
Blackstone,	4,640	2,102,075 00	18	—	458 70	53,850 00	1,091	712	36	50	979	3	18
Bolton,	987	506,913 00	7	—	160 00	4,850 00	228	149	10	35	188	2	9
Boylston,	895	553,590 00	7	—	—	8,000 00	204	141	7	36	160	1	9
Brookfield,	2,660	1,315,745 00	14	—	—	20,000 00	562	391	4	70	463	2	19
Charlton,	1,852	965,110 00	13	—	1,191 43	9,000 00	467	275	18	71	352	9	21
Clinton,	6,781	4,219,088 00	21	—	193 99	80,000 00	1,292	956	—	49	1,359	1	23
Dana,	760	309,631 00	5	—	107 00	2,500 00	158	102	5	33	116	1	8
Douglas,	2,202	934,950 00	12	—	310 00	7,000 00	351	262	9	52	354	3	16
Dudley,	2,653	1,009,540 00	12	—	500 00	12,000 00	523	388	14	20	582	3	16
Fitchburg,	12,289	12,581,318 00	47	9,377 41	3,111 58	196,800 00	2,502	1,728	16	295	2,205	11	57
Gardner,	3,730	2,024,873 00	15	20,000 00	550 00	40,000 00	725	574	1	67	694	3	17
Grafton,	4,442	1,840,531 00	19	8,000 00	525 00	30,000 00	742	627	20	87	854	1	27
Hardwick,	1,992	1,030,722 00	12	—	163 91	10,000 00	429	302	7	45	425	2	23
Harvard,	1,304	899,579 00	10	—	785 87	—	308	209	3	62	244	4	12
Holden,	2,180	999,410 00	14	—	104 48	10,000 00	485	272	10	56	429	1	19
Hubbardston,	1,440	898,295 00	11	—	100 00	13,000 00	371	255	3	66	303	1	15
Lancaster,	1,957	2,178,138 00	11	—	1,390 93	6,350 00	384	241	8	43	280	3	14
Leicester,	2,770	2,022,222 00	14	—	210 94	25,695 00	595	400	4	48	502	—	16
Leominster,	5,201	3,720,965 00	18	6,537 71	300 00	41,200 00	959	759	10	125	770	3	24
Lunenburg,	1,153	777,509 00	8	—	350 00	8,400 00	226	151	6	29	157	3	9

SCHOOL RETURNS.

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Mendon, . . .	1,176	\$543,963	00	8	-	\$33 43	\$5,500	00	279	211	10	41	232	3	8
Milford, . . .	9,818	5,089,032	00	38	-	1,176 42	64,300	00	2,248	1,741	-	164	2,335	1	43
Millbury, . . .	4,529	2,633,188	00	17	-	300 00	41,000	00	723	589	9	60	942	1	19
New Braintree, . . .	603	479,760	00	5	-	18 37	5,000	00	123	83	5	15	119	-	9
Northborough, . . .	1,398	1,296,492	00	7	-	-	12,500	00	230	192	5	39	285	1	7
Northbridge, . . .	4,030	1,827,761	00	16	-	500 00	40,000	00	850	546	12	10	829	2	18
North Brookfield, . . .	3,749	1,861,305	00	15	-	669 64	23,000	00	888	591	43	87	758	16	20
Oakham, . . .	873	360,507	00	7	\$2,500 00	85 00	5,000	00	178	140	5	30	146	4	10
Oxford, . . .	2,938	1,482,330	00	12	-	3,087 70	11,450	00	630	351	8	77	547	4	21
Paxton, . . .	608	331,819	00	6	-	-	5,800	00	146	111	4	22	109	1	10
Petersham, . . .	1,203	669,133	00	12	-	150 85	5,000	00	272	182	7	62	188	4	12
Phillipston, . . .	666	317,637	00	6	-	50 00	3,500	00	162	115	-	18	152	1	7
Princeton, . . .	1,063	892,815	00	10	-	10 00	4,500	00	268	172	4	68	205	3	12
Royalston, . . .	1,260	719,050	00	9	-	83 00	9,000	00	270	191	3	62	211	4	14
Rutland, . . .	1,030	508,779	00	10	-	75 00	8,000	00	258	202	2	58	210	3	14
Shrewsbury, . . .	1,524	1,146,030	00	9	-	164 58	10,200	00	315	191	16	40	258	3	11
Southborough, . . .	1,986	1,378,847	00	10	-	639 88	17,000	00	452	309	4	32	423	2	13
Southbridge, . . .	5,740	2,956,364	00	20	2,942 75	3,694 61	-	-	977	519	20	45	1,057	2	18
Spencer, . . .	5,451	2,623,943	00	19	1,700 00	500 00	42,000	00	936	687	7	36	974	2	31
Sterling, . . .	1,569	1,093,477	00	12	2,234 24	125 00	20,000	00	375	247	5	101	318	4	14
Sturbridge, . . .	2,213	1,078,872	00	16	9,988 00	960 00	20,000	00	428	278	15	59	386	2	21
Sutton, . . .	3,051	1,439,430	00	14	660 00	300 00	15,000	00	563	329	20	64	464	2	20
Templeton, . . .	2,764	1,155,961	00	14	2,164 00	482 90	16,000	00	502	455	29	90	514	3	20
Upton, . . .	2,125	860,243	00	12	-	147 97	10,500	00	403	290	15	36	323	2	17
Uxbridge, . . .	3,029	1,885,586	00	17	-	-	25,000	00	696	454	7	106	582	5	19
Warren, . . .	3,260	1,562,145	00	15	5,632 95	289 77	30,200	00	527	221	10	36	490	3	18
Webster, . . .	5,059	1,834,330	00	15	-	-	45,000	00	874	677	11	56	914	1	17
Westborough, . . .	5,140	2,365,377	00	16	3,244 64	909 27	35,100	00	723	556	13	71	730	1	23
West Boylston, . . .	2,902	1,086,170	00	12	-	50 00	28,300	00	540	424	11	70	616	1	20
West Brookfield, . . .	1,903	830,801	00	10	-	-	13,000	00	488	311	13	59	378	-	13
Westminster, . . .	1,712	872,745	00	12	1,200 00	600 00	7,600	00	315	260	2	35	282	2	19
Winchendon, . . .	3,762	2,223,195	00	17	-	192 07	40,000	00	724	541	10	63	675	2	21
Worcester, . . .	49,265	49,164,044	00	139	-	7,326 41	832,595	00	9,920	6,475	-	1,072	9,673	21	165
Total, . . .	210,242	\$142,148,755	00	904	\$77,281 70	\$33,662 53	\$2,088,590	00	41,997	29,103	555	4,466	39,694	175	1,152

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

T O W N S .	Ag'te Length of Public Schools for the Year, in Months and Days.	Average Length as returned by Committee.	Average Wages of Teachers per month, including the value of Board.		Raised by Taxes for Schools, including wages of teachers, fuel, care of fires and school-rooms, for the schol- year 1874-5.	Amount of board, fuel, etc., voluntarily con- tributed for Public Schools.	Expenses of Superin- tendence by School Committee, including the Salary of Super- intendent	Expenses of Printing Reports, etc.	Salary of Superin- tendent of Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.
			Males.	Females.							
Ashburnham,	97	6-9	\$49 00	\$32 88	\$3,500 00	\$175 00	\$120 00	\$40 00	-	\$100,000 00	-
Athol,	145-10	8-16	65 00	35 25	6,583 79	-	575 00	35 00	\$500 00	-	-
Auburn,	39	6	40 00	36 00	1,700 00	10 00	70 00	10 00	-	-	-
Barre,	116-5	7-16	41 29	31 88	5,100 00	-	225 00	32 00	-	-	-
Berlin,	33-15	6-11	-	35 33	1,100 00	-	70 00	20 00	-	-	-
Blackstone,	161-18	9	82 22	34 37	7,000 00	-	353 40	63 00	-	-	-
Bolton,	53-5	7-11	80 00	32 00	1,600 00	-	97 00	23 40	-	12,000 00	\$900 00
Boylston,	41-15	6-19	70 00	30 67	1,525 00	-	60 00	23 00	-	-	-
Brookfield,	106	7-11	77 90	44 68	5,400 00	-	100 00	40 00	-	2,000 00	120 00
Charlton,	96-9	7-8	40 36	31 64	3,500 00	10 00	135 00	20 00	-	-	-
Clinton,	200-12	9-11	155 04	41 59	12,498 44	-	350 00	54 75	-	-	-
Dana,	33-10	6-14	36 00	29 20	1,000 00	-	69 50	24 00	-	-	-
Douglas,	111	8-11	69 00	32 24	4,000 00	-	100 00	21 75	-	-	56 48
Dudley,	100-15	8-8	54 00	34 00	5,000 00	19 00	200 00	28 00	3,000 00	6,000 00	420 00
Fitchburg,	470	10	121 88	42 45	34,129 52	-	3,000 00	100 00	-	-	-
Gardner,	107-15	7-10	88 00	39 71	5,500 00	-	285 00	65 00	-	1,000 00	60 00
Grafton,	153	8	150 00	38 00	7,500 00	-	595 00	30 00	-	1,000 00	60 00
Hardwick,	82-15	6-19	41 45	33 73	3,000 00	-	150 00	40 00	150 00	-	-
Harvard,	61-6	6-1	48 75	34 38	2,400 00	-	176 00	28 00	-	3,366 67	202 00
Holden,	92-5	7-8	32 00	30 02	3,000 00	-	141 25	30 00	-	1,200 00	72 00
Hubbardston,	66	6	73 00	31 53	2,500 00	50 00	150 00	35 00	-	-	-
Lancaster,	87	7-18	74 00	35 31	5,000 00	-	214 89	46 35	-	-	-
Leicester,	114-15	8-8	-	39 08	5,466 20	-	156 15	24 90	-	28,109 00	-
Leominster,	142-10	7-19	101 66	39 75	8,550 00	-	348 00	45 00	-	11,433 33	710 00
Lunenburg,	228	7-3	40 00	40 76	2,700 00	1,349 00	200 00	35 00	-	-	-

SCHOOL RETURNS.

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Mendon, . . .	54-15	6-17	\$54 33	\$32 58	\$1,700 00	-	\$75 00	\$38 00	-	-	-	-
Milford, . . .	343	8-10	180 00	39 86	18,000 00	-	575 00	35 00	-	-	-	-
Millbury, . . .	146	8-10	140 00	32 00	8,000 00	-	278 75	10 50	-	-	-	-
New Braintree, . . .	37	7-8	-	36 64	1,600 00	-	113 75	20 00	-	-	-	-
Northborough, . . .	53	7-11	100 00	35 42	3,000 00	-	-	30 00	-	-	-	-
Northbridge, . . .	143-13	8-19	133 33	41 15	7,350 00	-	200 00	75 00	-	-	-	-
North Brookfield, . . .	111	7-8	54 00	39 27	7,000 00	\$12 25	500 00	72 00	-	-	-	-
Oakham, . . .	42	6	36 40	24 00	1,200 00	-	104 50	12 00	-	-	-	-
Oxford, . . .	96-15	8-2	140 00	32 58	6,000 00	-	184 00	22 50	-	-	-	-
Paxton, . . .	36	6	72 00	26 30	1,200 00	-	50 00	15 00	-	-	-	-
Petersham, . . .	72	6	37 50	27 58	2,250 00	-	193 48	35 00	\$735 00	-	-	\$14 00
Phillipston, . . .	36	6	35 00	30 90	1,000 00	-	55 00	20 00	-	-	-	-
Princeton, . . .	57	6	43 66	30 75	1,700 00	-	95 00	-	-	-	-	-
Royalston, . . .	61-5	6-16	39 00	29 00	1,500 00	17 36	93 00	18 50	-	-	-	473 28
Rutland, . . .	60	6	46 67	31 35	2,300 00	-	115 00	23 00	-	-	-	-
Shrewsbury, . . .	69-17	7-17	57 42	34 41	3,300 00	100 00	150 00	10 00	-	-	-	-
Southborough, . . .	82-4	8-4	102 22	37 50	5,000 00	-	170 00	40 00	-	-	-	-
Southbridge, . . .	157-7	7-8	85 00	40 00	9,700 00	-	282 00	29 00	-	-	-	-
Spencer, . . .	153-15	8-2	85 50	35 04	6,000 00	-	415 00	34 00	-	-	-	-
Sterling, . . .	90	7-10	40 25	34 91	3,200 00	-	150 00	35 00	-	-	-	-
Sturbridge, . . .	98-10	6-10	39 00	35 00	4,000 00	-	105 50	25 00	-	-	-	-
Sutton, . . .	101-18	7-6	62 50	32 92	3,500 00	-	166 00	25 00	-	-	-	110 00
Templeton, . . .	107-10	7-13	76 00	33 00	5,000 00	-	232 60	63 35	-	-	-	-
Upton, . . .	86-15	7-5	70 00	34 64	4,200 00	-	100 00	20 85	-	-	-	-
Uxbridge, . . .	133-17	8-9	50 80	36 50	5,800 00	20 00	150 00	57 00	-	-	-	-
Warren, . . .	121-5	7-13	44 00	32 40	5,400 00	40 00	184 15	31 50	-	-	-	-
Webster, . . .	123-10	8-10	150 00	43 33	7,200 00	-	397 50	45 00	-	-	-	-
Westborough, . . .	124-10	7-15	143 59	38 50	7,275 00	-	1,000 00	60 00	\$1,000 00	-	-	-
West Boylston, . . .	94-5	7-17	34 00	36 00	4,000 00	35 00	235 00	37 00	-	-	-	-
West Brookfield, . . .	75	7-10	-	40 27	3,200 00	-	181 00	25 00	-	-	-	-
Westminster, . . .	82	7-9	38 00	36 50	2,900 00	-	190 00	25 00	-	-	-	-
Winchendon, . . .	112	6-12	133 33	35 00	5,469 47	-	312 45	80 00	-	-	-	-
Worcester, . . .	1,464	10-5	188 64	52 20	138,428 00	-	4,900 00	321 07	3,000 00	1,100 00	-	66 00
Total, . . .	8-7	-	\$76 71	\$35 24	\$126,625 42	\$1,867 61	\$19,894 87	\$2,304 42	\$7,650 00	\$176,444 00	\$3,293 76	

WORCESTER COUNTY—CONCLUDED.

T O W N S .	Income of Funds, ap- propriated to Public Schools at the option ing Tax on dogs.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable Janu- ary 25, 1875.	How much of said Fund was used for apparatus and books of reference.	
		Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tui- tion.	Number.	Average No of Scholars.			Aggregate paid for Tuition.
				Months.	Days.									
Ashburnham,	\$130 69	1	Taxation,	9		\$600 00	1	-	-	1	20	\$60 00	\$259 16	-
Athol,	233 63	1	Taxation,	10-5		1,000 00	-	-	-	2	30	350 00	293 56	-
Auburn,	-	1	-	-		-	-	-	-	-	-	-	255 77	\$54 30
Barre,	289 64	1	Taxation,	9		1,000 00	-	-	-	-	-	-	249 19	-
Berlin,	103 44	-	-	-		-	-	-	-	-	-	-	244 37	12 00
Blackstone,	301 75	1	Taxation,	9-3		1,200 00	-	-	-	-	-	-	422 65	-
Bolton,	-	1	Not by tax,	10		800 00	-	-	-	-	-	-	242 00	3 00
Boylston,	88 31	1	Taxation,	3		210 00	-	-	-	-	-	-	236 07	-
Brookfield,	235 65	1	Taxation,	9-10		1,100 00	-	-	-	-	-	-	265 32	60 00
Charlton,	232 12	-	-	-		-	-	-	-	-	-	-	256 89	-
Clinton,	-	1	Taxation,	9-14		1,500 00	-	-	-	1	30	500 00	364 58	-
Dana,	70 14	-	-	-		-	-	-	-	1	25	25 00	229 90	-
Douglas,	169 00	1	Taxation,	8-15		900 00	-	-	-	1	50	600 00	300 62	81 85
Dudley,	193 77	1	Taxation,	10		1,000 00	1	60	-	-	-	-	292 85	32 50
Fitchburg,	-	1	Taxation,	10		2,250 00	-	-	-	1	42	660 00	-	504 37
Gardner,	327 49	1	Taxation,	9-10		1,200 00	-	-	-	-	-	-	312 30	-
Grafton,	-	1	Taxation,	10		1,500 00	-	-	-	1	16	135 00	362 38	-
Hardwick,	190 23	-	-	-		-	-	-	-	-	-	-	247 06	-
Harvard,	-	-	-	-		-	-	-	-	-	-	-	256 00	-
Holden,	223 54	-	-	-		-	-	-	-	-	-	-	301 57	-
Hubbardston,	-	-	-	-		-	-	-	-	-	-	-	267 86	-
Lancaster,	-	1	Taxation,	9-15		1,500 00	-	-	-	-	-	-	216 21	135 46
Leicester,	316 38	1	Taxation,	10-5		1,700 00	1	35	\$1,266 83	-	-	-	265 09	20 00
Leonister,	-	1	In part tax,	10		1,800 00	-	-	-	-	-	-	266 10	66 52
Lunenburg,	100 00	-	-	-		-	-	-	-	-	-	-	235 36	-

SCHOOL RETURNS.

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Mendon, . . .	\$260 64	1	Taxation,	5-15	\$760 00	-	-	-	1	28	\$35 00	\$256 72	-
Milford, . . .	312 34	1	Taxation,	10	1,800 00	-	-	-	-	-	-	586 82	-
Milbury, . . .	-	1	Taxation,	10	1,400 00	-	-	-	-	-	-	359 76	-
New Braintree, . . .	-	1	-	-	-	-	-	-	-	-	-	228 71	\$25 00
Northborough, . . .	-	1	Taxation,	10	1,000 00	-	-	-	2	22	1,800 00	186 90	-
Northbridge, . . .	-	1	Taxation,	9-17	1,200 00	-	-	-	-	-	-	328 44	82 11
No. Brookfield, . . .	319 66	1	Taxation,	9	1,100 00	-	-	-	-	-	-	329 39	-
Oakham, . . .	-	1	-	-	-	-	-	-	-	-	-	240 81	-
Oxford, . . .	-	1	Taxation,	10	1,400 00	-	-	-	-	-	-	277 43	-
Paxton, . . .	-	1	-	-	-	-	-	-	-	-	-	228 48	-
Petersham, . . .	93 36	1	Taxation,	9	450 00	-	-	-	-	-	-	221 85	2 00
Phillipston, . . .	96 38	1	-	-	-	-	-	-	1	24	120 00	230 38	20 00
Princeton, . . .	97 32	-	-	-	-	-	-	-	1	20	40 00	241 52	-
Royalston, . . .	102 94	-	-	-	-	-	-	-	1	40	200 00	252 44	1 50
Rutland, . . .	25 00	-	-	-	-	-	-	-	3	28	71 00	249 83	-
Shrewsbury, . . .	-	1	Taxation,	9-10	1,000 00	-	-	-	-	-	-	215 49	-
Southborough, . . .	92 34	1	Taxation,	9	1,300 00	40	\$6,500 00	-	1	12	240 00	240 40	-
Southbridge, . . .	-	1	Taxation,	9-17	1,300 00	-	-	-	1	18	600 00	402 24	-
Spencer, . . .	-	1	Taxation,	10	1,350 00	-	-	-	-	-	-	360 00	-
Sterling, . . .	-	-	-	-	-	-	-	-	-	-	-	218 82	-
Sturbridge, . . .	-	-	-	-	-	-	-	-	-	-	-	242 54	-
Sutton, . . .	203 53	1	Taxation,	9	675 00	-	-	-	-	-	-	290 96	54 00
Templeton, . . .	191 75	1	Taxation,	10	1,300 00	-	-	-	-	-	-	268 89	28 76
Upton, . . .	-	1	Taxation,	5-10	800 00	-	-	-	-	-	-	279 50	-
Uxbridge, . . .	220 00	1	Taxation,	10	1,100 00	-	-	-	-	-	-	288 34	13 14
Warren, . . .	235 14	1	Taxation,	10	1,100 00	-	-	-	1	30	300 00	260 10	50 00
Webster, . . .	246 24	1	Taxation,	10	1,500 00	-	-	-	-	-	-	377 56	-
Westborough, . . .	-	1	Taxation,	9-15	1,400 00	-	-	-	2	15	2,250 00	309 21	-
W. Boylston, . . .	268 45	-	-	-	-	-	-	-	-	-	-	296 65	-
W. Brookfield, . . .	-	-	-	-	-	-	-	-	-	-	-	291 11	-
Westminster, . . .	-	1	In part tax,	5-10	385 00	-	-	-	-	-	-	274 03	25 00
Winchendon, . . .	-	1	Taxation,	9	1,200 00	-	-	-	1	20	36 00	304 00	75 00
Worcester, . . .	-	1	Taxation,	10-5	3,000 00	3	200	4,000 00	6	1,000	3,000 00	-	-
Total, . . .	\$5,970 87	38	-	-	\$45,780 00	7	335	\$11,766 83	29	1,470	\$11,022 00	\$15,782 18	\$1,346 51

RECAPITULATION.

COUNTIES.	Population—State Census, 1875.	Valuation—1874. Assessors' Returns.	No. of Schools.	Amount expended in 1874 for Erecting School-Houses.	Amount expended in 1874 for Repairing School-Houses.	Estimated value in 1875 of sites and buildings in School- Houses.	No. of different Scholars in Public Schools dur- ing the School-year.	Avg. attendance in all the Pub. Schools dur- ing the School-year.
Barnstable, . . .	32,144	\$15,070,287 00	170	\$5,416 30	\$8,170 73	\$175,800 00	6,664	4,953
Berkshire, . . .	68,265	37,973,790 00	334	14,239 75	7,362 75	510,438 00	13,724	8,844
Bristol, . . .	131,052	111,579,372 00	415	114,023 00	49,554 80	1,273,293 50	24,058	15,023
Dukes, . . .	4,071	3,370,925 00	24	2,421 00	375 75	18,100 00	749	595
Essex, . . .	223,332	163,666,351 00	642	127,558 71	33,638 61	2,574,239 00	39,195	28,244
Franklin, . . .	33,696	16,701,656 00	251	17,573 80	4,870 47	221,020 80	6,660	4,847
Hampden, . . .	94,293	73,502,584 00	355	126,263 19	23,646 19	1,108,699 00	15,343	10,091
Hampshire, . . .	44,813	26,779,787 00	276	—	6,693 27	363,700 00	9,708	6,399
Middlesex, . . .	284,072	290,389,934 00	898	215,176 05	75,258 20	3,718,675 00	54,246	39,541
Nantucket, . . .	3,201	2,367,239 00	11	—	1,031 00	15,000 00	464	408
Norfolk, . . .	88,239	90,867,448 00	374	77,213 01	22,389 36	1,079,398 20	17,615	12,664
Plymouth, . . .	69,352	36,977,946 00	326	14,034 68	15,183 93	484,004 00	13,352	9,944
Suffolk, . . .	364,880	820,205,111 00	571	356,932 46	103,176 30	7,225,820 00	58,343	46,205
Worcester, . . .	210,242	142,148,735 00	904	77,281 70	33,662 53	2,088,590 00	41,997	29,103
Total, . . .	1,651,652	\$1,831,601,165 00	5,551	\$1,148,133 65	\$385,008 89	\$20,856,777 50	302,118	216,861

RECAPITULATION — CONTINUED.

COUNTIES.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age, May 1, 1874.	No. of different persons employed as Teachers in Public Schools.		Age & Length of Public Schools for the year, in Months and Days.	Average Length as returned by Com- mittee.	Average Wages of Teachers per month, including the value of Board.		Schools, including wages of Teachers, board, fuel, care of rooms, for the schol- Year 1874-5.
				Males.	Females.			Males.	Females.	
Barnstable,	24	1,099	6,142	59	172	1,358-3	7-19	\$39 24	\$32 14	\$60,900 00
Berkshire,	279	1,440	13,561	83	437	3,314	9-18	49 47	29 79	116,254 83
Bristol,	144	1,498	23,689	74	536	3,763-8	9-01	72 05	36 05	234,088 63
Dukes,	35	83	802	7	29	161	6-14	52 18	23 65	6,065 00
Essex,	193	2,941	40,933	98	901	6,204-15	9-13	101 32	39 03	496,975 98
Franklin,	144	1,048	6,165	43	352	1,682	6-14	49 27	28 95	58,838 17
Hampden,	199	1,173	15,590	55	475	3,052-15	8-12	68 78	33 54	216,625 00
Hampshire,	200	1,218	8,852	39	452	2,100-11	7-12	56 85	30 40	90,068 00
Middlesex,	278	5,284	48,903	163	1,365	8,106-9	9	119 42	42 35	831,560 14
Nantucket,	12	12	593	1	12	100	9-02	153 00	32 98	6,000 00
Norfolk,	118	1,311	16,869	80	433	3,510-14	9-08	100 11	41 01	245,269 04
Plymouth,	192	992	12,785	85	397	2,780-7	8-10	72 37	33 22	137,150 00
Suffolk,	10	10,421	60,130	207	1,334	5,652-3	9-18	196 46	56 60	1,492,153 38
Worcester,	555	4,466	39,694	175	1,152	7,568-11	8-7	76 71	35 24	426,625 42
Total,	2,383	32,986	294,708	1,169	8,047	49,354-16	8-12	\$38 37	\$35 35	\$4,358,523 59

RECAPITULATION — CONTINUED.

COUNTIES.	Amount of board, fuel, etc., voluntarily con- tributed for Public Schools.	Expenses of Superin- tendence by School Committee, including the Salary of Super- intendent.	Expenses of Printing Reports, etc.	Salary of Superin- tendent of Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Funds.	Income of Funds, ap- propriated to Public Schools at the option of the Town, includ- ing Tax on dogs.
Barnstable, . . .	\$728 00	\$2,248 45	\$533 25	\$725 00	\$31,924 58	\$2,212 47	\$1,420 44
Berkshire, . . .	2,852 30	3,761 56	574 10	1,500 00	18,154 16	1,216 96	1,949 34
Bristol, . . .	37 50	9,865 55	1,295 33	6,770 00	77,950 00	5,210 00	3,310 21
Dukes, . . .	—	252 00	81 50	—	—	—	3 80
Essex, . . .	806 00	15,668 42	2,908 01	7,925 00	465,826 00	27,517 00	6,781 09
Franklin, . . .	994 00	3,006 89	490 40	400 00	36,572 16	3,138 89	2,010 07
Hampden, . . .	1,704 60	8,381 14	428 04	5,155 00	175,826 23	12,224 25	2,032 25
Hampshire, . . .	2,104 50	5,023 60	722 65	1,900 00	145,978 99	18,684 84	2,773 35
Middlesex, . . .	19,436 31	26,414 63	3,781 73	15,814 50	173,687 67	11,529 13	7,524 12
Nantucket, . . .	—	100 00	29 00	—	34,000 00	2,000 00	—
Norfolk, . . .	110 50	12,078 32	1,197 87	7,305 00	203,156 02	14,573 85	3,149 17
Plymouth, . . .	146 00	5,067 53	1,084 40	1,463 75	185,252 00	12,048 15	1,953 10
Suffolk, . . .	—	7,928 00	3,375 76	10,000 00	98,965 17	6,637 02	13,172 50
Worcester, . . .	1,867 61	19,894 87	2,304 42	7,650 00	176,414 00	3,293 76	5,970 87
Total, . . .	\$30,787 32	\$119,690 96	\$18,806 46	\$66,608 25	\$1,823,736 98	\$120,286 32	\$32,050 31

SCHOOL RETURNS.

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RECAPITULATION — CONCLUDED.

COUNTIES.	HIGH SCHOOLS.		INCORPORATED ACADEMIES.			UNINCORPORATED ACADEMIES AND PRIVATE SCHOOLS.			Amount of the State School Fund received in 1872.	How much of said Fund was used for apparatus and books of reference.
	Number.	Aggregate paid for Salaries of Principal.	Number.	Average No.	Aggregate paid for Tuition.	Number.	Average No.	Aggregate paid for Tuition.		
Barnstable, .	8	\$8,523 75	2	40	\$180 00	2	31	\$700 00	\$3,997 38	\$243 25
Berkshire, .	10	13,204 00	1	34	1,000 00	20	434	11,570 00	8,626 54	168 30
Bristol, .	10	13,575 00	3	172	14,650 00	33	732	11,494 00	4,432 72	517 56
Dukes, .	1	630 00	1	70	100 00	2	16	30 00	1,138 41	50 00
Essex, .	24	35,860 00	6	654	28,109 00	45	2,260	22,298 80	9,163 28	447 97
Franklin, .	8	8,208 77	1	—	799 00	12	337	3,680 00	6,494 23	480 42
Hampden, .	10	15,185 00	2	755	15,863 19	26	2,077	13,435 00	5,749 06	450 00
Hampshire, .	10	8,618 00	6	593	15,111 94	14	243	3,708 00	6,074 16	315 75
Middlesex, .	40	59,138 00	7	452	28,585 67	60	2,016	59,659 18	13,082 40	1,525 59
Nantucket, .	1	1,530 00	1	108	800 00	—	—	—	305 19	—
Norfolk, .	23	32,605 50	2	93	7,000 00	29	510	9,454 50	6,441 74	640 83
Plymouth, .	16	19,900 00	5	278	5,450 00	15	281	2,572 00	6,890 97	365 39
Suffolk, .	9	32,600 00	19	4,010	31,800 00	82	6,243	287,315 00	435 19	25 00
Worcester, .	38	45,780 00	7	335	11,766 83	29	1,470	11,022 00	15,782 18	1,346 51
Total, .	208	\$295,358 02	63	7,594	\$161,215 63	369	16,650	\$136,938 48	\$88,613 45	\$6,576 57

EVENING SCHOOLS.

CITIES AND TOWNS.	No. of Schools.	ATTENDANCE.			Time kept.	No. of Teachers.	Expense.
		Males.	Females.	Average.			
Arlington, . .	1	7	16	16	13 weeks,	1	\$127 50
Attleborough, .	2	125	40	65	5 months,	4	301 39
Boston, . . .	15	6,375*	—	1,415	6 " "	138	33,890 00
Cambridge, . .	7	444	194	446	4 " "	40	5,487 86
Canton, . . .	3	104	82	79	36 evenings,	6	479 01
Chelsea, . . .	1	150	79	56	5 months,	5	938 00
Chicopee, . . .	1	45	—	35	3 " "	1	150 00
Fall River, . .	10	446	342	582	14 weeks,	23	1,820 50
Fitchburg, . .	1	100	45	93	2 months,	20	331 24
Gloucester, . .	2	76	1	37	40 evenings,	3	280 00
Greenfield, . .	1	39	—	169	60 " "	2	148 00
Haverhill, . .	2	272	114	177	4 months,	19	2,200 00
Holyoke, . . .	5	423	163	223	3 mos. 4 d.,	10	1,646 33
Lawrence, . . .	2	301	249	341	20 weeks,	21	1,000 00
Leominster, . .	1	50	10	36	1 mo. 14 d.,	6	232 72
Lowell, . . .	5†	1,070	717	596	62 evenings,	68	4,750 00
Lynn,	7	497	287	484	27 " "	46	3,317 50
Marlborough, .	2	80	72	73	6 months,	4	238 00
Medford, . . .	1	37	15	25	3 " "	2	392 00
New Bedford, .	2	113	74	82	5 " "	9	1,350 00
Newburyport, .	2	163	157	160	64 evenings,	16	450 00
Northampton, .	4	103	40	98	41 weeks,	5	400 00
Pittsfield, . .	3	219	94	189	20 " "	8	1,617 83
Salem,	4	222	157	179	4½ months,	9	1,343 12
Springfield, .	2	236	178	152	4 " "	12	1,400 00
Stoneham, . . .	1	65	35	43	32 evenings,	3	203 50
Stow,	1	19	15	18	80 " "	1	100 00
Taunton, . . .	2	127	34	117	12 weeks,	11	453 75
Waltham, . . .	2	69	78	66	5¼ months,	6	605 00
Ware,	1	86	78	82	10 weeks,	2	168 92
Westfield, . .	1	34	26	46	36 evenings,	5	200 00
Worcester, . .	5	497	282	264	6 months,	19	2,420 18
	99	12,594	3,774	6,474	—	525	\$38,442 35

* Male and female.

† Not including drawing schools.

RETURNS OF SCHOOLS IN STATE INSTITUTIONS, FOR THE YEAR ENDING AUGUST 31, 1875.

STATE INSTITUTIONS.	Number of Schools in the Institution.	Number of different Scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending school.	No. over 15 years of age attending school.	No. between 5 and 15 years of age remaining in the Institution, August 31, 1874.	NO. OF TEACHERS DURING THE YEAR.		WAGES OF TEACHERS, PER MONTH.		Length of each School in Months.
							Males.	Females.	Males.	Females.	
State Primary School at Monson, . .	1	622	402	22	28	361	1	7	\$50 00	\$20 84	12
State Industrial School at Lancaster, .	3	156	78	—	139	18	—	3	29 34	29 34	12
State Reform School at Westborough, .	8	462	332	—	264	78	2	6	{ 58 33* 50 00	} 25 00	12

* With board.

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1874-75, also its rank in a similar scale for 1873-74. It presents the sum appropriated to each child between 5 and 15.

GRADUATED TABLES—(FOR THE STATE)—FIRST SERIES.

Table showing the comparative amount of Money appropriated by the different Towns in the State, for the Education of each Child in the Town, between the ages of 5 and 15 years.*

For 1873-74.	For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	1	MEANT.	\$33 33.3	\$3,000 00	-	-	90	-
1	2	Brookline,	32 39.6	38,615 94	-	-	1,192	-
10	3	Newton,	28 20.1	76,442 13	\$1,478 19	\$77,921 32	2,763	-
2	4	Arlington,	27 48.2	19,072 37	-	-	694	\$321 24
4	5	Watertown,	27 12.9	22,923 70	-	-	845	-
11	6	Boston,	25 39.7	1,426,600 00	13,000 50	1,439,600 50	56,684	-
18	7	Belmont,	22 85.7	8,000 00	-	-	350	-
8	8	Springfield,	22 70.8	107,000 00	-	-	4,712	-
19	9	Weston,	22 07.6	4,042 00	196 65	4,238 65	192	-
6	10	Lexington,	21 72	10,100 00	-	-	465	-
14	11	Medford,	21 70	25,800 00	-	-	1,189	-
5	12	Milton,	21 50.5	12,000 00	-	-	558	-
43	13	Reading,	20 95.2	11,000 00	-	-	525	-
9	14	Winchester,	20 28.7	11,320 51	-	-	558	-
13	15	Melrose,	20 15.8	13,800 00	1,500 00	15,300 00	759	-
7	16	Waldpole,	20 06.9	6,000 00	181 25	6,181 25	308	-
21	17	Cambridge,	19 96.4	172,784 13	-	-	8,655	-
17	18	Chelsea,	19 71.2	60,653 88	-	-	3,077	-
12	19	Hyde Park,	19 69.8	23,225 00	-	-	1,179	-
26	20	Malden,	19 58.6	35,000 00	-	-	1,787	-

* Compare the rank of Towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

Showing the comparative amount of Money appropriated by the different Towns in the State — Continued.

For 1873-74.	For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
16	21	Hingham, .	\$18 89.2	\$15,000 00	-	-	794	-
25	22	Somerville, .	18 86.7	64,184 33	-	-	3,402	-
33	23	Swampscott, .	18 71.7	7,000 00	\$75 00	\$7,075 00	378	-
32	24	Haverhill, .	18 69.5	48,000 00	1,336 36	49,336 36	2,639	\$500 00
31	25	Norwood, .	18 61	7,500 00	-	-	403	-
23	26	Waltham, .	18 54.5	29,376 00	-	-	1,584	-
29	27	Westfield, .	18 45.5	22,000 00	700 00	22 700 00	1,230	500 00
27	28	Everett, .	17 88.5	10,684 42	368 22	11,052 64	618	-
48	29	Concord, .	17 85.7	8,000 00	-	-	448	-
37	30	Lancaster, .	17 85.7	5,000 00	-	-	280	-
56	31	Lunenburg, .	17 83.4	2,700 00	100 00	2,800 00	157	1,349 00
20	32	Peabody, .	17 61	26,725 00	904 51	27,629 51	1,569	-
34	33	Framingham, .	17 15.6	14,000 00	257 00	14,257 00	831	-
39	34	Greenfield, .	17 01.7	10,126 23	747 80	10,874 03	639	-
30	35	Dedham, .	16 85.9	19,000 00	-	-	1,127	-
42	36	Quincy, .	16 81.2	25,000 00	-	-	1,487	-
91	37	North Andover, .	16 53.7	7,800 00	336 44	8,136 44	492	-
35	38	Stoneham, .	16 45.1	14,000 00	257 00	14,257 00	831	-
28	39	Medfield, .	16 14.5	2,500 00	115 49	2,615 49	162	-
15	40	Lowell, .	16 03.5	105,369 15	-	-	6,571	17,976 39
38	41	Lincoln, .	15 71	2,200 00	78 03	2,278 03	145	-
54	42	Needham, .	15 55.3	13,000 00	298 00	13,298 00	855	-
65	43	Fitchburg, .	15 47.8	34,129 52	-	-	2,205	-
44	44	Amherst, .	15 41.1	10,450 00	199 43	10,649 43	691	-
119	45	Groton, .	15 14.3	5,300 00	-	-	350	203 49
88	46	Wakefield, .	15 12.1	15,000 00	-	-	992	-

SCHOOL RETURNS.

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68	47	Kingston, .	\$15 08.2	\$3,650 00	-	\$89 94	-	\$3,989 94	-	242
53	48	Shelburne, .	15 05.6	3,900 00	.	3,900 00	.	265	\$115 00	265
44	49	Bradford, .	14 74.2	6,000 00	.	6,000 00	.	407	-	407
87	50	Huntington, .	14 73.8	2,000 00	.	2,000 00	.	2,078 04	20 00	141
50	51	Asland, .	14 73.7	5,500 00	.	5,500 00	.	5,865 16	-	398
212	52	Burlington, .	14 73.2	1,200 00	.	1,200 00	.	1,296 39	-	88
36	53	Winthrop, .	14 40	1,400 00	.	1,400 00	.	1,512 00	-	105
94	54	Salem, .	14 36.9	60,763 65	.	60,763 65	.	62,403 73	-	4,343
58	55	Georgetown, .	14 31.8	4,500 00	.	4,500 00	.	4,667 68	-	326
24	56	Worcester, .	14 31.1	138,428 00	.	138,428 00	.	9,673	-	9,673
40	57	New Bedford, .	14 26.8	60,469 50	.	60,469 50	.	4,238	-	4,238
169	58	Barnstable, .	14 08.6	10,000 00	.	10,000 00	.	10,592 74	-	752
22	59	Holbrook, .	13 74.3	4,500 00	.	4,500 00	.	4,645 00	-	338
59	60	Fairhaven, .	13 60.5	6,000 00	.	6,000 00	.	-	-	441
66	61	Revere, .	13 48.5	3,500 00	.	3,500 00	.	3,560 00	-	264
49	62	Plymouth, .	13 48	15,500 00	.	15,500 00	.	-	-	1,150
55	63	New Braintree, .	13 44.5	1,600 00	.	1,600 00	.	-	-	119
69	64	Stockbridge, .	13 44.1	5,000 00	.	5,000 00	.	-	-	372
72	65	Sudbury, .	13 28.7	3,066 00	.	3,066 00	.	-	-	237
102	66	Woburn, .	13 08.7	29,000 00	.	29,000 00	.	3,149 00	-	2,216
51	67	Lynnfield, .	13 04.3	1,500 00	.	1,500 00	.	1,565 12	-	120
83	68	Upton, .	13 00.3	4,200 00	.	4,200 00	.	-	-	323
147	69	Tyngsborough, .	12 93.6	1,138 42	.	1,138 42	.	-	-	88
106	70	Colasset, .	12 91.2	5,300 00	.	5,300 00	.	5,642 59	-	437
109	71	Foxborough, .	12 87.6	6,000 00	.	6,000 00	.	6,322 37	60 00	491
98	72	Gloucester, .	12 81.9	40,500 00	.	40,500 00	.	40,905 87	-	3,191
145	73	Shrewsbury, .	12 79.1	3,300 00	.	3,300 00	.	-	100 00	258
241	74	Shutesbury, .	12 76.3	1,000 00	.	1,000 00	.	1,365 67	-	107
108	75	Seekonk, .	12 73.1	2,000 00	.	2,000 00	.	2,164 24	15 00	170
223	76	Abington, .	12 56.7	14,000 00	.	14,000 00	.	-	-	1,114
47	77	South Hadley, .	12 52.5	7,500 00	.	7,500 00	.	7,703 00	-	615
120	78	Petersham, .	12 46.5	2,250 00	.	2,250 00	.	2,343 36	-	188
78	79	Barre, .	12 36.1	5,100 00	.	5,100 00	.	5,389 64	-	436

Showing the comparative amount of Money appropriated by the different Towns in the State — Continued.

For 1873-74.	For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
137	80	Methuen,	\$12 32.4	\$7,000 00	-	-	568	-
76	81	Beverly,	12 28.4	18,500 00	-	-	1,506	-
133	82	Wellsfleet,	12 25.2	5,000 00	\$48 00	\$5,048 00	412	-
103	83	Brookfield,	12 17.2	5,400 00	235 65	5,635 65	463	-
57	84	Newburyport,	12 16.6	30,100 00	-	-	2,474	-
176	85	Granby,	12 15.2	1,750 00	-	-	144	-
63	86	Wrentham,	12 09	5,000 00	271 00	5,271 00	436	-
79	87	Southborough,	12 03.8	5,000 00	92 34	5,092 34	423	-
71	88	Bridgewater,	12 02.6	8,000 00	310 04	8,310 04	691	-
67	89	Sandwich,	12 01.9	8,300 00	233 98	8,533 98	710	\$300 00
70	90	Longmeadow,	12 00.1	3,200 00	124 36	3,324 36	277	-
89	91	Yarmouth,	11 98.5	4,000 00	75 07	4,075 07	340	100 00
81	92	Belchertown,	11 97	5,000 00	314 00	5,314 00	444	-
84	93	Sherborn,	11 95.7	2,000 00	56 61	2,056 61	172	133 19
46	94	West Springfield,	11 94.8	7,800 00	62 12	7,862 12	658	-
110	95	Canton,	11 93.2	10,500 00	-	-	880	10 00
127	96	Bellingham,	11 90.8	2,000 00	262 54	2,262 54	190	-
96	97	Lynn,	11 87.2	87,533 96	-	-	7,373	-
61	98	Northampton,	11 86.2	26,300 00	-	-	2,217	-
275	99	Douglas,	11 77.7	4,000 00	169 00	4,169 00	354	-
97	100	Saugus,	11 74.1	6,000 00	-	-	511	-
73	101	Boxborough,	11 70.8	796 13	-	-	68	90 00
191	102	Montgomery,	11 61.9	700 00	43 60	743 60	64	-
95	103	Tewksbury,	11 61.8	2,000 00	172 71	2,172 71	187	22 50
101	104	Swansea,	11 60.3	2,645 63	-	-	228	-
150	105	Shirley,	11 55.4	3,000 00	85 00	3,085 00	267	250 00

SCHOOL RETURNS.

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[illegible]

Showing the comparative amount of Money appropriated by the different Towns in the State — Continued.

For 1873-74.	For 1874-75.	T O W N S.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
104	139	Berkley,	\$10 75.8	\$1,200 00	\$99 92	\$1,299 92	120	-
149	140	Wayland,	10 75.5	2,730 37	98 18	2,828 55	263	-
125	141	Sunderland,	10 71.4	1,800 00	-	-	168	-
225	142	Great Barrington,	10 67.3	8,900 00	268 04	9,168 04	859	\$25 00
194	143	Charlton,	10 60.3	3,500 00	232 12	3,732 12	352	10 00
195	144	Easton,	10 59.6	8,000 00	339 40	8,339 40	787	-
41	145	Braintree,	10 58.4	7,500 00	734 08	8,234 08	778	-
134	146	Falmouth,	10 53.2	3,800 00	349 51	4,149 51	394	-
74	147	Northborough,	10 52.6	3,000 00	-	-	285	-
155	148	Marshfield,	10 51.4	2,800 00	164 88	2,964 88	282	-
86	149	Lawrence,	10 47.1	56,389 24	-	-	5,385	-
179	150	Marlborough,	10 38.6	20,937 27	-	-	2,016	-
203	151	Sturbridge,	10 36.3	4,000 00	-	-	386	-
142	152	Southampton,	10 36.1	1,850 00	87 55	1,937 55	187	-
217	153	Westford,	10 34.9	3,000 00	415 18	3,415 18	330	-
138	154	Uxbridge,	10 34.3	5,800 00	220 00	6,020 00	582	20 00
146	155	Wilmington,	10 33.3	1,550 00	-	-	150	-
154	156	Wenham,	10 32.3	1,600 00	-	-	155	-
265	157	Montague,	10 31	6,000 00	-	-	582	-
105	158	Boxford,	10 30.2	1,200 00	149 58	1,349 58	131	-
187	159	Orange,	10 29	3,900 00	-	-	379	-
128	160	Orleans,	10 13.2	2,300 00	-	-	227	-
173	161	Nantucket,	10 11.8	6,000 00	-	-	593	-
189	162	Lakeville,	10 10.1	2,000 00	-	-	198	-
139	163	Templeton,	10 10.1	5,000 00	191 75	5,191 75	514	-
256	164	Dartmouth,	10 08.4	4,500 00	380 75	4,880 75	484	-

SCHOOL RETURNS.

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130	165	Boylston,	\$ 10 08.3	\$1,525 00	\$88 31	\$1,613 31	160	-
121	166	Sterling,	10 06.3	3,200 00	-	-	318	-
295	167	Norton,	10 05.4	2,000 00	272 21	2,272 21	226	-
201	168	Holliston,	10 02	6,000 00	302 81	6,302 81	629	-
80	169	Chicopee,	10 01.2	20,725 00	-	-	2,070	\$115 00
136	170	Bedford,	9 98.8	1,600 00	98 04	1,698 04	170	-
115	171	Westborough,	9 96.5	7,275 00	-	-	730	-
161	172	Attleborough,	9 95	14,500 00	912 60	15,412 60	1,549	-
249	173	Pepperell,	9 93.4	3,000 00	-	-	302	-
143	174	Harvard,	9 83.6	2,400 00	-	-	244	-
185	175	Hopkinton,	9 77.2	10,000 00	300 00	10,300 00	1,054	-
141	176	Dalton,	9 71.2	2,700 00	-	-	278	-
247	177	Hudson,	9 66.8	7,500 00	524 11	8,024 11	830	-
228	178	North Brookfield,	9 65.7	7,000 00	319 66	7,319 66	758	-
193	179	Townsend,	9 64.3	3,375 00	-	-	350	-
168	180	Adams,	9 63.6	27,482 00	531 00	28,013 00	2,907	-
291	181	Mansfield,	9 59	4,689 50	-	-	489	-
172	182	Acushnet,	9 54.7	2,000 00	119 45	2,119 45	222	-
186	183	Salisbury,	9 53.5	7,000 00	218 20	7,218 20	757	-
184	184	Edgartown,	9 50	3,325 00	-	-	350	-
205	185	Acton,	9 49.1	2,500 00	167 01	2,667 01	281	52 00
171	186	Ashby,	9 48.9	1,518 21	-	-	160	-
206	187	Cheshire,	9 47.2	3,500 00	99 49	3,599 49	380	35 00
276	188	Mattapoisett,	9 44.9	2,100 00	45 00	2,145 00	227	-
209	189	Provincetown,	9 40.6	7,600 00	-	-	802	-
196	190	Maynard,	9 40 4	3,200 00	157 32	3,357 32	357	-
233	191	North Reading,	9 37.5	1,500 00	-	-	160	500 00
175	192	Warwick,	9 37.5	1,200 00	-	-	128	-
240	193	Ayer,	9 35.8	3,500 00	-	-	374	-
124	194	Lenox,	9 34.3	3,700 00	-	-	396	100 00
181	195	Marblehead,	9 28.4	14,195 28	483 50	14,678 78	1,581	200 00
254	196	Essex,	9 26	3,000 00	-	-	324	-
188	197	Wareham,	9 23.9	5,100 00	-	-	552	-

BOARD OF EDUCATION.

Showing the comparative amount of Money appropriated by the different Towns in the State — Continued.

For 1873-74.	For 1874-75.	T O W N S .	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L .	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
230	198	Dana,	\$9 22.5	\$1,000 00	\$70 14	\$1,070 14	116	-
165	199	Dighton,	9 21.7	2,750 00	171 71	2,921 71	317	-
166	200	Deerfield,	9 21.6	5,750 00	194 30	5,944 30	645	-
245	201	Somerset,	9 21.4	3,308 00	-	-	359	-
140	202	Clinton,	9 19.7	12,498 44	-	-	1,359	-
214	203	Norfolk,	9 18.4	1,800 00	-	-	196	\$40 50
250	204	Southbridge,	9 17.7	9,700 00	-	-	1,057	-
77	205	Ipswich,	9 17.6	5,100 00	249 62	5,349 62	583	-
231	206	Gill,	9 17.4	1,000 00	-	-	109	140 00
177	207	Easthampton,	9 17.3	7,300 00	194 49	7,494 49	817	-
259	208	Ludlow,	9 17	1,800 00	134 96	1,934 96	211	-
267	209	Brewster,	9 16.7	2,200 00	-	-	240	-
317	210	Coleraine,	9 14.6	3,000 00	-	-	328	150 00
263	211	Ware,	9 12.1	8,168 00	168 92	8,336 92	914	-
204	212	Middleton,	9 08.3	1,700 00	80 31	1,780 31	196	6 00
232	213	Carver,	9 04.5	1,800 00	-	-	199	-
122	214	Medway,	9 03.2	7,000 00	-	-	775	-
163	215	Charlemont,	9 00.4	1,500 00	57 75	1,557 75	173	-
162	216	Hanover,	9 00.1	2,750 00	139 29	2,889 29	321	-
253	217	Enfield,	8 92.8	1,500 00	-	-	168	-
216	218	Rochester,	8 92.6	1,500 00	71 12	1,571 12	176	-
221	219	Dudley,	8 92.4	5,000 00	193 77	5,193 77	582	19 00
210	220	Williamstown,	8 90	5,500 00	-	-	618	-
303	221	New Salem,	8 89.2	1,250 00	30 48	1,280 48	144	-
114	222	Stoughton,	8 88.9	10,000 00	-	-	1,125	-
226	223	Wendell,	8 87.6	700 00	36 69	736 69	83	-

SCHOOL RETURNS.

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218	Northbridge,	88	\$7,350	00	829	-
112	Plainfield,	8	700	00	83	-
62	South Scituate,	8	2,500	00	284	-
286	Southwick,	8	1,500	00	182	\$32 00
255	Grafton,	8	7,500	00	854	-
52	Princeton,	8	1,700	00	205	-
220	Windsor,	8	1,000	00	123	48 00
200	BillERICA,	8	3,200	00	367	-
113	Dracut,	8	3,400	00	390	-
192	Monson,	8	4,800	00	552	-
157	West Bridgewater,	8	3,000	00	367	-
202	Pembroke,	8	2,300	00	266	-
262	Scituate,	8	3,850	00	461	-
199	West Newbury,	8	3,643	07	422	-
285	Worthington,	8	1,000	00	160	612 00
305	Middleborough,	8	7,500	00	874	-
240	Rockland,	8	8,500	00	1,034	-
224	Pelham,	8	1,000	00	117	-
289	New Marlborough,	8	3,000	00	373	88 00
198	Bolton,	8	1,600	00	188	-
215	Millbury,	8	8,000	00	942	-
258	West Brookfield,	8	3,200	00	378	-
242	Mendon,	8	1,700	00	232	-
260	Gardner,	8	5,500	00	694	-
235	Chatham,	8	4,000	00	478	3 00
234	Rowe,	8	1,000	00	125	-
236	Rowley,	8	1,650	00	211	-
282	Amesbury,	8	10,000	00	1,207	-
251	Brimfield,	8	2,000	00	242	-
253	Hubbardston,	8	2,500	00	303	50 00
271	Dennis,	8	5,200	00	638	-
264	Oakham,	8	1,200	00	146	42 25
167	Heath,	8	1,000	00	122	-

Showing the comparative amount of Money appropriated by the different Towns in the State — Continued.

For 1873-74.	For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
197	257	Northfield, . .	\$8 16.3	\$2,375 00	\$204 48	\$2,579 48	316	-
273	258	Webster, . .	8 14.7	7,200 00	246 24	7,446 24	914	-
219	259	Winchendon, . .	8 10.3	5,469 47	-	-	675	-
117	260	Chester, . .	8 09.7	2,000 00	-	-	247	-
281	261	Hadley, . .	8 08.3	3,500 00	-	-	433	-
296	262	Leverett, . .	8 02	1,050 62	-	-	131	-
248	263	Eastham, . .	8 00	1,200 00	-	-	150	-
290	264	Sutton, . .	7 98.2	3,500 00	203 53	3,703 53	464	-
252	265	Ashburnham, . .	7 87.6	3,500 00	130 69	3,630 69	461	-
244	266	Duxbury, . .	7 86.5	3,000 00	232 49	3,232 49	411	-
222	267	Wilbraham, . .	7 85	3,200 00	215 02	3,415 02	435	-
283	268	Milford, . .	7 84.2	18,000 00	312 34	18,312 34	2,335	-
292	269	Freetown, . .	7 82.6	1,800 00	-	-	230	-
180	270	Erving, . .	7 80.3	1,200 00	25 00	1,225 00	157	-
324	271	Royalston, . .	7 59.7	1,500 00	102 94	1,602 94	211	-
85	272	Egremont, . .	7 57.5	1,000 00	60 56	1,060 56	140	-
287	273	Newbury, . .	7 55	1,500 00	108 20	1,608 20	213	-
288	274	Cummington, . .	7 53	1,300 00	47 78	1,347 78	179	-
280	275	Harwich, . .	7 53	5,000 00	-	-	664	-
277	276	Holden, . .	7 51.4	3,000 00	223 54	3,223 54	429	-
229	277	Randolph, . .	7 50.8	7,328 10	-	-	976	-
314	278	Hardwick, . .	7 50.6	3,000 00	190 23	3,190 23	425	-
243	279	Whately, . .	7 50	1,500 00	-	-	200	-
302	280	Blackstone, . .	7 45.8	7,000 00	301 75	7,301 75	979	-
144	281	Alford, . .	7 41.1	400 00	15 00	415 00	56	-
293	282	Rockport, . .	7 36.5	5,707 78	-	-	775	-

SCHOOL RETURNS.

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237	Truro, . . .	\$7 33	\$1,800 00	\$18 00	\$1,818 00	248
261	Middlefield, . . .	7 31.3	1,050 00	90 90	1,140 90	156
270	Hamilton, . . .	7 30	1,000 00	-	-	137
284	Hanson, . . .	7 27.3	1,600 00	-	-	220
287	Sandisfield, . . .	7 25	1,500 00	87 78	1,587 78	219
164	Fall River, . . .	7 23.8	64,976 00	-	-	8,977
99	Westhampton, . . .	7 23.7	1,100 00	-	-	152
257	Phillipston, . . .	7 21.3	1,000 00	96 38	1,096 38	152
239	Hawley, . . .	7 14.7	1,036 32	-	-	145
308	Clarksburg, . . .	7 14.3	1,000 00	-	-	140
293	Hancock, . . .	7 14.3	1,000 00	-	-	140
246	Sharon, . . .	7 06.3	1,800 00	375 47	2,175 47	308
269	Ashfield, . . .	7 04.7	1,500 00	29 29	1,529 29	217
320	Williamsburg, . . .	7 0.46	3,500 00	150 00	3,650 00	518
272	Agawam, . . .	6 99.3	3,000 00	-	-	429
323	West Boylston, . . .	6 92.9	4,000 00	268 45	4,268 45	616
313	Otis, . . .	6 90.4	1,100 00	94 42	1,194 42	173
310	Marion, . . .	6 89.6	1,200 00	-	-	174
307	Topsfield, . . .	6 87	1,500 00	114 50	1,614 50	235
302	Goshen, . . .	6 85	500 00	-	-	73
312	Palmer, . . .	6 82.1	6,000 00	336 71	6,336 71	929
297	Mount Washington, . . .	6 81.3	400 00	22 40	422 40	62
152	Hatfield, . . .	6 74.6	2,000 00	51 00	2,051 00	304
274	Barnardston, . . .	6 71.5	1,000 00	67 63	1,067 63	159
338	Gosnold, . . .	6 68.7	150 00	3 80	153 80	23
330	Mashpee, . . .	6 66.7	500 00	40 00	540 00	81
304	Tyringham, . . .	6 64.3	700 00	57 35	757 35	114
279	Hinsdale, . . .	6 63.7	2,655 00	-	-	400
310	Granville, . . .	6 63.1	2,000 00	128 51	2,128 51	321
312	Auburn, . . .	6 59.1	1,700 00	-	-	258
313	Prescott, . . .	6 56.9	600 00	24 05	624 05	95
333	Monroe, . . .	6 52.2	300 00	-	-	46
238	Sheffield, . . .	6 51.7	2,700 00	278 38	2,978 38	457

Showing the comparative amount of Money appropriated by the different Towns in the State — Concluded.

For 1873-74.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
301	Tisbury,	\$6 41	\$2,000 00	-	-	312	-
266	Plympton,	6 28.7	1,000 00	\$100 31	\$1,100 31	175	-
327	Berlin,	6 20.3	1,100 00	103 44	1,203 44	194	-
278	Holland,	6 17.2	400 00	38 24	438 24	71	-
131	Spencer,	6 16	6,000 00	-	-	974	-
321	Savoy,	6 10.7	800 00	-	-	131	\$308 00
322	Lanesborough,	6 06.1	2,000 00	-	-	330	12 00
306	West Stockbridge,	6 00.9	2,500 00	-	-	416	77 00
316	Groveland,	5 93.7	2,268 00	-	-	382	-
332	Leyden,	5 83.3	700 00	-	-	120	-
227	Lee,	5 81.4	4,500 00	-	-	774	50 00
336	New Ashford,	5 71.4	200 00	-	-	35	-
326	Peru,	5 71.1	600 00	33 94	633 94	111	80 00
268	Russell,	5 48.8	850 00	44 67	894 67	163	-
331	Buckland,	5 37.2	2,000 00	121 90	2,121 90	395	-
318	Blandford,	5 25.3	1,000 00	103 17	1,103 17	210	867 60
328	Tolland,	5 10.2	500 00	-	-	98	100 00
300	Wales,	5 06.3	800 00	-	-	158	-
299	Chilmark,	5 05.1	500 00	-	-	89	-
329	Washington,	5 02.5	1,000 00	-	-	199	-
315	Monterey,	4 84.5	800 00	33 38	833 38	172	790 00
334	Becket,	4 53.4	1,500 00	10 08	1,510 08	333	198 50
339	Florida,	3 66.7	700 00	70 00	770 00	210	-
335	Richmond,	3 51	800 00	35 52	835 52	238	62 00
337	Gay Head,	3 21.4	90 00	-	-	28	-

GRADUATED TABLES—(COUNTY TABLES)—FIRST SERIES.

Table showing the comparative amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.

BARNSTABLE COUNTY.

For 1873-74.	For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
6	1	BARNSTABLE.	\$14 08 6	\$10,000 00	\$592 74	\$10,592 74	752	- \$200 00
4	2	Wellfleet.	12 25 2	5,000 00	48 00	5,048 00	412	-
1	3	Sandwich.	12 01 9	8,300 00	233 98	8,533 98	710	300 00
2	4	Yarmouth.	11 98 5	4,000 00	75 07	4,075 07	340	100 00
5	5	Falmouth.	10 53 2	3,800 00	349 51	4,149 51	394	-
3	6	Orleans.	10 13 2	2,300 00	-	-	227	-
7	7	Provincetown.	9 40 6	7,600 00	-	-	802	-
11	8	Brewster.	9 16 7	2,200 00	-	-	240	-
8	9	Chatham.	8 36 5	4,000 00	-	-	478	3 00
12	10	Dennis.	8 24 9	5,200 00	63 14	5,263 14	638	-
10	11	Eastham.	8 00	1,200 00	-	-	150	-
13	12	Harwich.	7 53	5,000 00	-	-	664	125 00
9	13	Truro.	7 33	1,800 00	18 00	1,818 00	248	-
14	14	Mashpee.	6 66 7	500 00	40 00	540 00	81	-

BERKSHIRE COUNTY.

1	1	STOCKBRIDGE.	\$13 44 1	\$5,000 00	-	-	372	-
9	2	Pittsfield.	11 48 3	27,617 83	-	-	2,405	-
11	3	Great Barrington.	10 67 3	8,900 00	\$268 04	\$9,168 04	859	\$25 00
4	4	Dalton.	9 71 2	2,700 00	-	-	278	-
6	5	Adams.	9 63 6	27,482 00	531 00	28,013 00	2,907	-

BERKSHIRE COUNTY—CONTINUED.

For 1873-74.	For 1874-75.	T O W N S .	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L .	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
7	6	Cheshire,	\$9 47.2	\$3,500 00	\$99 49	\$3,599 49	380	\$35 00
8	7	Lenox,	9 34.3	3,700 00	—	—	396	100 00
9	8	Williamstown,	8 90	5,500 00	—	—	618	—
10	9	Windsor,	8 75.6	1,000 00	77 00	1,077 00	123	48 00
15	10	New Marlborough,	8 51.2	3,000 00	175 00	3,175 00	373	88 00
2	11	Egremont,	7 57.5	1,000 00	60 56	1,060 56	140	234 80
5	12	Alford,	7 41.1	400 00	15 00	415 00	56	—
22	13	Sandisfield,	7 25	1,500 00	87 78	1,587 78	219	605 00
19	14	Clarksburg,	7 14.3	1,000 00	—	—	140	—
25	15	Hancock,	7 14.3	1,000 00	—	—	140	12 00
20	16	Otis,	6 90.4	1,100 00	94 42	1,194 42	173	28 00
16	17	Mount Washington,	6 81.3	400 00	22 40	422 40	62	—
17	18	Tyringham,	6 64.3	700 00	57 35	757 35	114	99 00
14	19	Hinsdale,	6 63.7	2,655 00	—	—	400	—
13	20	Sheffield,	6 51.7	2,700 00	278 38	2,978 38	457	—
23	21	Savoy,	6 10.7	800 00	—	—	131	308 00
24	22	Lanesborough,	6 06.1	2,000 00	—	—	330	12 00
18	23	West Stockbridge,	6 00.9	2,500 00	—	—	416	77 00
12	24	Lee,	5 81.4	4,500 00	—	—	774	50 00
30	25	New Ashford,	5 71.4	200 00	—	—	35	—
26	26	Peru,	5 71.1	600 00	33 94	633 94	111	80 00
27	27	Washington,	5 02.5	1,000 00	—	—	199	—
21	28	Monterey,	4 84.5	800 00	33 38	833 38	172	790 00
28	29	Becket,	4 53.4	1,500 00	10 08	1,510 08	333	198 50
31	30	Florida,	3 66.7	700 00	70 00	770 00	210	—
29	31	Richmond,	3 51	800 00	35 52	835 52	238	62 00

BRISTOL COUNTY.

1	1	NEW BEDFORD, .				\$14 26.8	\$60,469 50	-	-	4,238	-
2	2	Fairhaven, .	.	.	.	13 60.5	6,000 00	-	-	441	-
6	3	Seekonk, .	.	.	.	12 73.1	2,000 00	\$164 24	\$2,164 24	170	\$15 00
4	4	Swansea, .	.	.	.	11 60 3	2,645 63	-	-	228	22 50
3	5	Taunton, .	.	.	.	11 17.6	42,000 00	-	-	3,758	-
14	6	Rehoboth, .	.	.	.	11 11.6	3,200 00	290 58	3,490 58	314	-
12	7	Westport, .	.	.	.	11 04.1	5,000 00	354 90	5,354 90	485	-
7	8	Raynham, .	.	.	.	10 86.2	3,000 00	204 45	3,204 45	295	-
5	9	Berkley, .	.	.	.	10 75.8	1,200 00	99 92	1,299 92	120	-
13	10	Easton, .	.	.	.	10 59 6	8,000 00	339 40	8,339 40	787	-
16	11	Dartmouth, .	.	.	.	10 08.4	4,500 00	380 75	4,880 75	484	-
19	12	Norton, .	.	.	.	10 05.4	2,000 00	272 21	2,272 21	226	-
8	13	Attleborough, .	.	.	.	9 95	14,500 00	912 60	15,412 60	1,549	-
17	14	Mansfield, .	.	.	.	9 59	4,689 50	-	-	489	-
11	15	Acushnet, .	.	.	.	9 54.7	2,000 00	119 45	2,119 45	222	-
10	16	Dighton, .	.	.	.	9 21.7	2,750 00	171 71	2,921 71	317	-
15	17	Somerset, .	.	.	.	9 21.4	3,308 00	-	-	359	-
18	18	Freetown, .	.	.	.	7 82.6	1,800 00	-	-	230	-
9	19	Fall River, .	.	.	.	7 23.8	64,976 00	-	-	8,977	-

DUKES COUNTY.

1	1	EDGEMOUNT, .	.	.	.	\$9 50	\$3,325 00	-	-	350	-
5	2	Gosnold, .	.	.	.	6 68.7	150 00	\$3 80	\$153 80	23	-
3	3	Fishbury, .	.	.	.	6 41	2,000 00	-	-	312	-
2	4	Chilmark, .	.	.	.	5 05.1	500 00	-	-	89	-
4	5	Gay Head, .	.	.	.	3 21.4	90 00	-	-	28	-

ESSEX COUNTY.

For 1873-74.	T O W N S.	Sum appropriated by town for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	NAHANT,	\$33 33.3	\$3,000 00	-	-	90	-
4	Swampscott,	18 71.7	7,000 00	\$75 00	\$7,075 00	378	-
3	Haverhill,	18 69.5	48,000 00	1,336 36	49,336 36	2,639	\$500 00
4	Peabody,	17 61	26,725 00	904 51	27,629 51	1,569	-
13	North Andover,	16 53.7	7,800 00	336 44	8,136 44	492	-
5	Bradford,	14 74.2	6,000 00	-	-	407	-
14	Salem,	14 36.9	60,763 65	1,640 08	62,403 73	4,343	-
8	Georgetown,	14 31.8	4,500 00	167 68	4,667 68	326	-
6	Lynnfield,	13 04.3	1,500 00	65 12	1,565 12	120	-
17	Gloucester,	12 81.9	40,500 00	405 87	40,905 87	3,191	-
21	Methuen,	12 32.4	7,000 00	-	-	568	-
10	Beverly,	12 28.4	18,500 00	-	-	1,506	-
7	Newburyport,	12 16.6	30,100 00	-	-	2,474	-
15	Lynn,	11 87.2	87,533 96	-	-	7,373	-
16	Saugus,	11 74.1	6,000 00	-	-	511	-
9	Andover,	11 41.8	9,500 00	-	-	832	-
19	Manchester,	11 07	3,000 00	-	-	271	-
20	Danvers,	10 83.2	12,100 00	346 12	12,446 12	1,149	100 00
12	Lawrence,	10 47.1	56,389 24	-	-	5,385	-
22	Wenham,	10 32.3	1,600 00	-	-	155	-
18	Boxford,	10 30.2	1,200 00	149 58	1,349 58	131	-
24	Salisbury,	9 53.5	7,000 00	218 20	7,218 20	757	-
23	Marblehead,	9 28.4	14,195 28	483 50	14,678 78	1,581	200 00
28	Essex,	9 26	3,000 00	-	-	324	-
11	Ipswich,	9 17.6	5,100 00	249 62	5,349 62	583	-
26	Middleton,	9 08.3	1,700 00	80 31	1,780 31	196	6 00

25	West Newbury,	\$8 63.3	\$3,643 07	—	—	422
27	Rowley,	8 29.4	1,650 00	\$100 00	\$1,750 00	211
30	Amesbury,	8 28.5	10,000 00	—	—	1,207
31	Newbury,	7 55	1,500 00	108 20	1,608 20	213
32	Rockport,	7 36.5	5,707 78	—	—	775
29	Hamilton,	7 30	1,000 00	—	—	137
33	Topsfield,	6 87	1,500 00	114 50	1,614 50	235
34	Groveland,	5 93.7	2,268 00	—	—	382

FRANKLIN COUNTY.

1	GREENFIELD,	\$17 01.7	\$10,126 23	\$747 80	\$10,874 03	639	—
2	Shelburne,	15 05.6	3,900 00	89 94	3,989 94	265	\$115 00
16	Shutesbury,	12 76.3	1,000 00	365 67	1,365 67	107	—
3	Conway,	10 81.5	3,050 00	—	—	282	60 00
4	Sunderland,	10 71.4	1,800 00	—	—	168	—
18	Montague,	10 31	6,000 00	—	—	582	—
10	Orange,	10 29	3,900 00	—	—	379	—
8	Warwick,	9 37.5	1,200 00	194 30	5,944 30	128	—
6	Deerfield,	9 21.6	5,750 00	—	—	645	140 00
13	Gill,	9 17.4	1,000 00	—	—	109	150 00
23	Coleraine,	9 14.6	3,000 00	57 75	1,557 75	328	—
5	Charlemont,	9 00.4	1,500 00	30 48	1,280 48	173	—
22	New Salem,	8 89.2	1,250 00	36 69	736 69	144	—
12	Wendell,	8 87.6	700 00	39 14	1,039 14	83	—
14	Rowe,	8 31.3	1,000 00	—	—	125	—
7	Heath,	8 19.6	1,000 00	204 48	2,579 48	122	—
11	Northfield,	8 16.3	2,375 00	—	—	316	—
21	Leverett,	8 02	1,050 62	25 00	1,225 00	131	72 00
9	Frieving,	7 80.3	1,200 00	—	—	157	—
17	Whately,	7 50	1,500 00	—	—	200	—

FRANKLIN COUNTY—CONTINUED.

For 1873-74.	T O W N S.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
15	Hawley,	\$7 14.7	\$1,036 32	—	—	145	—
19	Ashfield,	7 04.7	1,500 00	\$29 29	\$1,529 29	217	\$457 00
20	Barnardston,	6 71.5	1,900 00	67 63	1,067 63	159	—
26	Monroe,	6 52.2	300 00	—	—	46	—
25	Leyden,	5 83.3	700 00	—	—	120	—
24	Buckland,	5 37.2	2,000 00	121 90	2,121 90	395	—

HAMPDEN COUNTY.

For 1873-74.	T O W N S.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	SPRINGFIELD,	\$22 70.8	\$107,000 00	—	—	4,712	—
2	Westfield,	18 45.5	22,000 00	\$700 00	\$22,700 00	1,230	\$500 00
3	Longmeadow,	12 00.1	3,200 00	124 36	3,324 36	277	—
4	West Springfield,	11 94.8	7,800 00	62 12	7,862 12	658	—
5	Montgomery,	11 61.9	700 00	43 60	743 60	64	90 00
6	Holyoke,	10 87.5	25,350 00	—	—	2,331	—
7	Chicopee,	10 01.2	20,725 00	—	—	2,070	115 00
8	Ludlow,	9 17	1,800 00	134 96	1,934 96	211	—
9	Southwick,	8 79.6	1,500 00	100 89	1,600 89	182	32 00
10	Monson,	8 69.5	4,800 00	—	—	552	—
11	Brimfield,	8 26.4	2,000 00	—	—	242	—
6	Chester,	8 09.7	2,000 00	—	—	247	—
10	Wilbraham,	7 85	3,200 00	215 02	3,415 02	435	—
14	Agawan,	6 99.3	3,000 00	—	—	429	—
19	Palmer,	6 82.1	6,000 00	336 71	6,336 71	929	—
17	Granville,	6 63.1	2,000 00	128 51	2,128 51	321	—

15	17	Holland,	\$6 17 2	\$400 00	\$38 24	\$438 24	71	-
13	18	Russell,	5 48 8	850 00	44 67	894 67	163	-
20	19	Blandford,	5 25.3	1,000 00	103 17	1,103 17	210	\$867 60
21	20	Tolland,	5 10.2	500 00	-	-	98	100 00
18	21	Wales,	5 06.3	800 00	-	-	158	-

HAMPSHIRE COUNTY.

1	1	AMHERST,	\$15 41.1	\$10,450 00	\$199 43	\$10,649 43	691	-
5	2	Huntington,	14 73.8	2,000 00	78 04	2,078 04	141	\$20 00
2	3	South Hadley,	12 52.5	7,500 00	203 00	7,703 00	615	-
10	4	Granby,	12 15.2	1,750 00	-	-	144	-
4	5	Belchertown,	11 97	5,000 00	314 00	5,314 00	444	-
3	6	Northampton,	11 86.2	26,300 00	-	-	2,217	-
12	7	Greenwich,	11 34	1,100 00	-	-	97	-
21	8	Chesterfield,	*11 26.5	900 00	755 98	1,655 98	147	590 50
8	9	Southampton,	10 36.1	1,850 00	87 55	1,937 55	187	-
11	10	Easthampton,	9 17.3	7,300 00	194 49	7,494 49	817	-
17	11	Ware,	9 12.1	8,168 00	168 92	8,336 92	914	-
15	12	Enfield,	8 92.8	1,500 00	-	-	168	-
7	13	Plainfield,	8 83.6	700 00	33 44	733 44	83	-
19	14	Worthington,	8 59.2	1,000 00	374 77	1,374 77	160	612 00
14	15	Pelham,	8 54.7	1,000 00	-	-	117	-
18	16	Hadley,	8 08.3	3,500 00	-	-	433	-
20	17	Cummington,	7 53	1,300 00	47 78	1,347 78	179	658 00
16	18	Middlefield,	7 31.3	1,050 00	90 90	1,140 90	156	-
6	19	Westhampton,	7 23.7	1,100 00	-	-	152	60 00
23	20	Williamsburg,	7 04.6	3,500 00	150 00	3,650 00	518	-
22	21	Goshen,	6 85	500 00	-	-	73	164 00
9	22	Hatfield,	6 74.6	2,000 00	51 00	2,051 00	304	-
13	23	Prescott,	6 56.9	600 00	24 05	624 05	95	-

MIDDLESEX COUNTY.

For 1873-74.	For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
5	1	NEWTON.	\$28 20.1	\$76,442 13	\$1,478 19	\$77,921 32	2,763	-
1	2	Arlington.	27 48.2	19,072 37	-	-	694	\$321 24
2	3	Watertown.	27 12.9	22,923 70	-	-	845	-
9	4	Belmont.	22 85.7	8,000 00	-	-	350	-
10	5	Weston.	22 07.6	4,042 00	196 65	4,238 65	192	-
3	6	Lexington.	21 72	10,100 00	-	-	465	-
7	7	Medford.	21 70	25,800 00	-	-	1,189	-
19	8	Reading.	20 95.2	11,000 00	-	-	525	-
4	9	Winchester.	20 28.7	11,320 51	-	-	558	-
6	10	Melrose.	20 15.8	13,800 00	1,500 00	15,300 00	759	-
11	11	Cambridge.	19 96.4	172,784 13	-	-	8,655	-
14	12	Malden.	19 58.6	35,000 00	-	-	1,787	-
13	13	Somerville.	18 86.7	64,184 33	-	-	3,402	-
12	14	Waltham.	18 54.5	29,376 00	-	-	1,584	-
15	15	Everett.	17 88.5	10,684 42	368 22	11,052 64	618	-
20	16	Concord.	17 85.7	8,000 00	-	-	448	-
16	17	Frammingham.	17 15.6	14,000 00	257 00	14,257 00	831	-
17	18	Stoneham.	16 45.1	14,000 00	-	-	851	-
8	19	Lowell.	16 03.5	105,369 15	-	-	6,571	17,976 39
18	20	Lincoln.	15 71	2,200 00	78 03	2,278 03	145	-
31	21	Groton.	15 14.3	5,300 00	-	-	350	203 47
26	22	Wakefield.	15 12.1	15,000 00	-	-	992	-
21	23	Ashland.	14 73.7	5,500 00	365 16	5,865 16	398	-
49	24	Burlington.	14 73.2	1,200 00	96 39	1,296 39	88	-
22	25	Sudbury.	13 28.7	3,066 00	83 00	3,149 00	237	-
29	26	Woburn.	13 08.7	29,000 00	-	-	2,216	-

SCHOOL RETURNS.

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84	27	Tyngsborough,	\$12 93.6	\$1,138 42	-	\$56 61	-	\$2,056 61	-	88
25	28	Sherborn,	11 95.7	2,000 00	-	172 71	-	2,172 71	-	172
23	29	Boxborough,	11 70.8	796 13	-	85 00	-	3,085 00	-	68
28	30	Tewksbury,	11 61.8	2,000 00	-	79 80	-	5,277 02	-	187
36	31	Shirley,	11 55.4	3,000 00	-	104 00	-	2,104 00	-	267
39	32	Natick,	11 54.4	16,000 00	-	263 69	-	3,415 18	-	1,386
27	33	Carlisle,	11 44.2	950 00	-	98 18	-	6,302 81	-	90
40	34	Chelmsford,	11 37.3	5,000 00	-	415 18	-	10,300 00	-	464
38	35	Stow,	11 25.1	2,000 00	-	302 81	-	8,024 11	-	187
24	36	Dunstable,	11 11.1	1,000 00	-	300 00	-	2,667 01	-	90
37	37	Littleton,	10 88.3	2,000 00	-	524 11	-	3,357 32	-	208
35	38	Wayland,	10 75.5	2,730 37	-	167 01	-	-	-	263
42	39	Marlborough,	10 38.6	20,937 27	-	157 32	-	-	-	2,016
50	40	Westford,	10 34.9	3,000 00	-	-	-	-	-	330
33	41	Wilmington,	10 33.3	1,550 00	-	-	-	-	-	150
47	42	Holliston,	10 02	6,000 00	-	-	-	-	-	629
32	43	Bedford,	9 98.8	1,600 00	-	-	-	-	-	170
54	44	Pepperell,	9 93.4	3,000 00	-	-	-	-	-	302
43	45	Hopkinton,	9 77.2	10,000 00	-	-	-	-	-	1,054
53	46	Hudson,	9 66.8	7,500 00	-	-	-	-	-	830
44	47	Townsend,	9 64.3	3,375 00	-	-	-	-	-	350
48	48	Acton,	9 49.1	2,500 00	-	-	-	-	-	281
41	49	Ashby,	9 48.9	1,518 21	-	-	-	-	-	160
45	50	Maynard,	9 40.4	3,200 00	-	-	-	-	-	357
51	51	North Reading,	9 37.5	1,500 00	-	-	-	-	-	160
52	52	Ayer,	9 35.8	3,500 00	-	-	-	-	-	374
46	53	BillERICA,	8 71.9	3,200 00	-	-	-	-	-	367
30	54	Draeut,	8 71.8	3,400 00	-	-	-	-	-	390

NANTUCKET COUNTY.

NANTUCKET,	\$10 11.8	\$6,000 00	-	-	593	-
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NORFOLK COUNTY.

For 1873-74.	For 1874-75.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE.	\$32 39.6	\$38,615 94	-	-	1,192	-
2	2	Milton.	21 50.5	12,000 00	-	-	558	-
3	3	Walpole.	20 06.9	6,000 00	\$181 25	\$6,181 25	308	-
4	4	Hyde Park.	19 69.8	23,225 00	-	-	1,179	-
5	5	Norwood.	18 61	7,500 00	-	-	403	-
6	6	Dedham.	16 85.9	19,000 00	-	-	1,127	-
7	7	Quincy.	16 81.2	25,000 00	-	-	1,487	-
8	8	Medfield.	16 14.5	2,500 00	115 49	2,615 49	162	-
9	9	Needham.	15 55.3	13,000 00	298 00	13,298 00	855	-
10	10	Holbrook.	13 74.3	4,500 00	145 00	4,645 00	338	-
11	11	Cohasset.	12 91.2	5,300 00	842 59	5,642 59	437	-
12	12	Foxborough.	12 87.6	6,000 00	322 37	6,322 37	491	\$60 00
13	13	Wrentham.	12 09	5,000 00	271 00	5,271 00	436	-
14	14	Canton.	11 93.2	10,500 00	-	-	880	-
15	15	Bellingham.	11 90.8	2,000 00	262 54	2,262 54	190	10 00
16	16	Franklin.	11 21.5	6,000 00	-	-	535	-
17	17	Weymouth.	11 17.7	22,500 00	-	-	2,013	-
18	18	Dover.	10 84.5	1,200 00	101 38	1,301 38	120	-
19	19	Braintree.	10 58.4	7,500 00	734 08	8,234 08	778	-
20	20	Norfolk.	9 18.4	1,800 00	-	-	196	40 50
21	21	Medway.	9 03.2	7,000 00	-	-	775	-
22	22	Stoughton.	8 88.9	10,000 00	-	-	1,125	-
23	23	Randolph.	7 50.8	7,328 10	-	-	976	-
24	24	Sharon.	7 06.3	1,800 00	375 47	2,175 47	308	-

SCHOOL RETURNS.

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PLYMOUTH COUNTY.

[illegible]

SUFFOLK COUNTY.

1	1	BOSTON,	.	.	\$25	39.7	\$1,426,600	00	\$13,000	50	\$1,439,600	50	56,684	-
2	2	Chelsea,	.	.	19	71.2	60,653	88	-	-	-	-	3,077	-
3	3	Winthrop,	.	.	14	40	1,400	00	112	00	1,512	00	105	-
4	4	Revere,	.	.	13	48.5	3,500	00	60	00	3,560	00	264	-

WORCESTER COUNTY.

For 1873-74.	For 1874-75.	T O W N S.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	T O T A L.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	1	LAWSTER.	\$17 85.7	\$5,000 00	-	-	280	-
5	2	Lunenburg.	17 83.4	2,700 00	\$100 00	\$2,800 00	157	\$1,349 00
6	3	Fitchburg.	15 47.8	34,129 52	-	-	2,205	-
1	4	Worcester.	14 31.1	138,428 00	-	-	9,673	-
4	5	New Braintree.	13 44.5	1,600 00	-	-	119	-
10	6	Upton.	13 00.3	4,200 00	-	-	323	-
25	7	Shrewsbury.	12 79.1	3,300 00	-	-	258	100 00
15	8	Petersham.	12 46.5	2,250 00	93 86	2,343 36	188	-
8	9	Barre.	12 36.1	5,100 00	289 64	5,389 64	436	-
12	10	Brookfield.	12 17.2	5,400 00	235 65	5,635 65	463	-
9	11	Southborough.	12 03.8	5,000 00	92 34	5,092 34	423	-
49	12	Douglas.	11 77.7	4,000 00	169 00	4,169 00	354	-
11	13	Leicester.	11 51.9	5,466 20	316 38	5,782 58	502	-
28	14	Warren.	11 50	5,400 00	235 14	5,635 14	490	40 00
27	15	Westminster.	11 34.7	3,200 00	-	-	282	-
20	16	Athol.	11 28.7	6,583 79	233 63	6,817 42	604	-
13	17	Leominster.	11 10.4	8,550 00	-	-	770	-
17	18	Rutland.	11 07.1	2,300 00	25 00	2,325 00	210	-
26	19	Paxton.	11 00.9	1,200 00	-	-	109	-
29	20	Oxford.	10 96.9	6,000 00	-	-	547	-
30	21	Charlton.	10 60.3	3,500 00	232 12	3,732 12	352	10 00
7	22	Northborough.	10 52.6	3,000 00	-	-	285	-
32	23	Sturbridge.	10 36.3	4,000 00	-	-	386	-
21	24	Uxbridge.	10 34.3	5,800 00	220 00	6,020 00	582	20 00
22	25	Templeton.	10 10.1	5,000 00	191 75	5,191 75	514	-
18	26	Boylston.	10 08.3	1,525 00	88 31	1,613 31	160	-

SCHOOL RETURNS.

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16	27	Sterling,	.	.	\$10	06 3	\$3,200 00	-	-	318	-
14	28	Westborough,	.	.	9	96.5	7,275 00	-	-	730	-
24	29	Harvard,	.	.	9	83.6	2,400 00	-	-	244	-
38	30	North Brookfield,	.	.	9	65.7	7,000 00	\$319 66	\$7,319 66	758	-
39	31	Dana,	.	.	9	22.5	1,000 00	70 14	1,070 14	116	-
23	32	Clinton,	.	.	9	19.7	12,498 44	-	-	1,359	-
41	33	Southbridge,	.	.	9	17.7	9,700 00	-	-	1,057	-
37	34	Dudley,	.	.	8	92.4	5,000 00	193 77	5,193 77	582	\$19 00
35	35	Northbridge,	.	.	8	86.6	7,350 00	-	-	829	-
43	36	Grafton,	.	.	8	78.2	7,500 00	-	-	854	-
3	37	Princeton,	.	.	8	76.7	1,700 00	97 32	1,797 32	205	-
31	38	Bolton,	.	.	8	51.1	1,600 00	-	-	188	-
34	39	Millbury,	.	.	8	49.3	8,000 00	-	-	942	-
45	40	West Brookfield,	.	.	8	46.5	3,200 00	-	-	378	-
40	41	Mendon,	.	.	8	45.1	1,700 00	260 64	1,960 64	232	-
46	42	Gardner,	.	.	8	39.7	5,500 00	327 49	5,827 49	694	-
33	43	Hubbardston,	.	.	8	25.1	2,500 00	-	-	303	50 00
47	44	Oakham,	.	.	8	22.6	1,200 00	-	-	146	42 25
48	45	Webster,	.	.	8	14.7	7,200 00	246 24	7,446 24	914	-
36	46	Winchendon,	.	.	8	10.3	5,469 47	-	-	675	-
52	47	Sutton,	.	.	7	98.2	3,500 00	203 53	3,703 53	464	-
42	48	Ashburnham,	.	.	7	87.6	3,500 00	130 69	3,630 69	461	175 00
51	49	Millford,	.	.	7	84.2	18,000 00	312 34	18,312 34	2,335	-
57	50	Royalston,	.	.	7	59.7	1,500 00	102 94	1,602 94	211	17 36
50	51	Holden,	.	.	7	51.4	3,000 00	223 54	3,223 54	429	-
55	52	Hardwick,	.	.	7	50.6	3,000 00	190 23	3,190 23	425	-
53	53	Blackstone,	.	.	7	45.8	7,000 00	301 75	7,301 75	979	-
44	54	Phillipston,	.	.	7	21.3	1,000 00	96 38	1,096 38	152	-
56	55	West Boylston,	.	.	6	92.9	4,000 00	268 45	4,268 45	616	35 00
54	56	Auburn,	.	.	6	59.1	1,700 00	-	-	258	10 00
58	57	Berlin,	.	.	6	20.3	1,100 00	103 44	1,203 44	194	-
19	58	Spencer,	.	.	6	16	6,000 00	-	-	974	-

GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1873-74.	COUNTIES.	Sum appropriated by Counties for each Child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	SUFFOLK.	\$25 03 4	\$1,492,153 38	\$13,172 50	\$1,505,325 88	60,130	—
2	Middlesex,	17 15.8	831,560. 14	7,524 12	839,084 26	48,903	\$19,436 31
3	Norfolk, .	14 72.6	245,269 04	3,149 17	248,418 21	16,869	110 50
4	Hampden,	14 02.5	216,625 00	2,032 25	218,657 25	15,590	1,704 60
5	Essex, .	12 30.7	496,975 98	6,781 09	503,757 07	40,933	806 00
7	Worcester,	10 89.8	426,625 42	5,970 87	432,596 29	39,694	1,867 61
9	Plymouth,	10 88	137,150 00	1,953 10	139,103 10	12,785	146 00
8	Hampshire,	10 48 8	90,068 00	2,773 35	92,841 35	8,852	2,104 50
12	Barnstable,	10 14 3	60,900 00	1,420 44	62,320 44	6,144	728 00
10	Nantucket,	10 11.8	6,000 00	—	—	593	—
6	Bristol,	10 01 9	234,038 63	3,310 21	237,348 84	23,689	37 50
11	Franklin, .	9 87	58,838 17	2,010 07	60,848 24	6,165	994 00
13	Berkshire,	8 71.6	116,254 83	1,949 34	118,204 17	13,561	2,852 30
14	Dukes, .	7 56.6	6,065 00	3 80	6,068 80	802	—
AGGREGATE FOR THE STATE.							
STATE,	. . . . .	\$14 96.6	\$4,358,523 59	\$52,050 31	\$4,410,573 90	294,708	\$30,787 32

GRADUATED TABLES—FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1873-74.	For 1874-75.	COUNTIES.	TOTALS.
1	1	SUFFOLK,	\$25 03.4
2	2	Middlesex,	17 55.5
3	3	Norfolk,	14 73.2
4	4	Hampden,	14 13.5
5	5	Essex,	12 32.7
7	6	Worcester,	10 94.5
9	7	Plymouth,	10 89.1
8	8	Hampshire,	10 72.6
12	9	Barnstable,	10 26.2
11	10	Nantucket,	10 11.8
10	11	Franklin,	10 03.1
6	12	Bristol,	10 02.1
13	13	Berkshire,	8 92.7
14	14	Dukes,	7 56.6
Aggregate for the State,			\$15 07

GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuations in 1874.

The first column shows the rank of the cities and towns in a similar Table for 1873-74, according to their valuation in 1872.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1874-75, according to their valuation in 1874.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions, are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to Towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

[FOR THE STATE.]

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1874-75.

For 1873-74, according to Valuation of 1872.				For 1873-74, according to Valuation of 1872.				For 1873-74, according to Valuation of 1872.	
For 1874-75, according to Assessors' Returns of 1874.		TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1874-75, according to Assessors' Returns of 1874.		TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1874-75, according to Assessors' Returns of 1874.	
80	1	SHUTESBURY, .	\$.007-28	39	34	Haverhill, .	\$.004-63		
1	2	Gay Head, .	6-79	52	35	Abington, .	4-62		
2	3	Marlborough, .	6-41	19	36	Hudson, .	4-62		
6	4	Hawley, .	6-36	—	37	Rockland, .	4-62		
3	5	Truro, .	6-28	14	38	Georgetown, .	4-61		
27	6	Eastham, .	6-23	35	39	Natick, .	4-61		
5	7	Sandwich, .	6-22	16	40	Walpole, .	4-61		
86	8	Monroe, .	6-12	147	41	Shelburne, .	4-59		
8	9	Wellfleet, .	5-72	183	42	Fairhaven, .	4-57		
13	10	Rowe, .	5-56	61	43	Rutland, .	4-57		
28	11	Pelham, .	5-46	78	44	Mansfield, .	4-56		
67	12	Orleans, .	5-42	47	45	Wrentham, .	4-55		
90	13	Chatham, .	5-32	21	46	Peabody, .	4-50		
42	14	Belchertown, .	5-18	98	47	South Hadley, .	4-49		
53	15	Granville, .	5-16	54	48	Templeton, .	4-49		
18	16	Dudley, .	5-14	99	49	Adams, .	4-47		
65	17	Holbrook, .	5-09	181	50	Douglas, .	4-46		
146	18	Montgomery, .	5-06	191	51	Windsor, .	4-46		
139	19	Heath, .	5-04	59	52	Deerfield, .	4-45		
56	20	Ware, .	4-98	15	53	E. Bridgew'r, .	4-43		
285	21	Chesterfield, .	4-96	102	54	Rehoboth, .	4-38		
36	22	Wareham, .	4-94	88	55	Charlemont, .	4-37		
37	23	Upton, .	4-88	156	56	Provincetown, .	4-37		
29	24	Gloucester, .	4-82	41	57	Warwick, .	4-35		
12	25	Bradford, .	4-79	58	58	Bellingham, .	4-30		
49	26	Mashpee, .	4-79	249	59	Coleraine, .	4-30		
44	27	Hingham, .	4-78	48	60	Brookfield, .	4-28		
31	28	Hopkinton, .	4-77	131	61	Bridgewater, .	4-23		
25	29	Reading, .	4-71	38	62	Stoughton, .	4-19		
60	30	Mt. Washing'tn, .	4-68	108	63	Franklin, .	4-18		
4	31	Stoneham, .	4-68	105	64	Berkley, .	4-17		
40	32	Harwich, .	4-67	192	65	Amherst, .	4-15		
11	33	Norwood, .	4-65	112	66	Swansea, .	4-14		

For 1873-74, accord- ing to Valuation of 1872.	For 1874-75, accord- ing to Assessors' Returns of 1874	TOWNS.	Percentage of Valu- ation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1873-74, accord- ing to Valuation of 1872	For 1874-75, accord- ing to Assessors' Returns of 1874.	TOWNS.	Percentage of Valu- ation appropriated to Public Schools— equivalent to mills and hundredths of mills.
195	67	Barnstable, .	\$.004-12	232	117	Shirley, .	\$.003-67
57	68	Townsend, .	4-11	230	118	Somerset, .	3-67
34	69	Ashland, .	4-10	24	119	Attleborough, .	3-66
116	70	Grafton, .	4-07	10	120	Melrose, .	3-66
55	71	Medway, .	4-06	82	121	W. Bridgew'r, .	3-66
179	72	Webster, .	4-06	94	122	Wilbraham, .	3-66
101	73	Oxford, .	4-05	173	123	Ludlow, .	3-65
9	74	Chicopee, .	4-03	178	124	Greenwich, .	3-62
207	75	N Marlboro', .	4-02	118	125	Paxton, .	3-62
164	76	Northbridge, .	4-02	117	126	Monson, .	3-61
92	77	Sunderland, .	4-02	132	127	Northfield, .	3-61
20	78	Brockton, .	3-99	210	128	Warren, .	3-61
121	79	Huntington, .	3-99	165	129	Dighton, .	3-60
104	80	Amesbury, .	3-96	263	130	Lunenburg, .	3-60
74	81	Plymouth, .	3-96	45	131	Marblehead, .	3-60
185	82	New Salem, .	3-94	122	132	Milford, .	3-60
149	83	Westport, .	3-94	169	133	Goshen, .	3-58
87	84	N. Brookfield, .	3-93	107	134	Palmer, .	3-58
145	85	W Boylston, .	3-93	62	135	Randolph, .	3-57
63	86	Greenfield, .	3-91	97	136	Foxborough, .	3-55
157	87	Tyngsboro', .	3-91	237	137	Essex, .	3-51
203	88	N. Andover, .	3-90	124	138	Norfolk, .	3-51
133	89	Pembroke, .	3-88	23	139	Quincy, .	3-51
143	90	Southampton, .	3-88	268	140	Granby, .	3-50
184	91	Charlton, .	3-87	253	141	Petersham, .	3-50
95	92	Florida, .	3-87	269	142	Westford, .	3-50
215	93	Worthington, .	3-86	138	143	Buckland, .	3-48
168	94	Otis, .	3-85	113	144	Canton, .	3-47
128	95	W. Brookfield, .	3-85	172	145	Blackstone, .	3-47
71	96	Weymouth, .	3-85	148	146	Westhampton, .	3-47
155	97	Dennis, .	3-84	96	147	Dana, .	3-46
17	98	Erving, .	3-83	166	148	Phillipston, .	3-45
91	99	Newburyport, .	3-82	244	149	Dunstable, .	3-44
163	100	Wendell, .	3-79	75	150	Cheshire, .	3-43
43	101	Chester, .	3-77	66	151	Lexington, .	3-43
68	102	Danvers, .	3-77	220	152	Plainfield, .	3-39
187	103	Peru, .	3-76	293	153	Leyden, .	3-38
69	104	Wakefield, .	3-76	176	154	Monterey, .	3-37
46	105	Malden, .	3-75	135	155	W. Newbury, .	3-36
125	106	Plympton, .	3-75	231	156	Carver, .	3-35
196	107	Lakeville, .	3-73	200	157	Holliston, .	3-35
142	108	Middleton, .	3-71	198	158	Rowley, .	3-35
120	109	Sturbridge, .	3-71	182	159	Woburn, .	3-35
152	110	Washington, .	3-71	238	160	Andover, .	3-34
267	111	Easton, .	3-70	159	161	Framingham, .	3-34
109	112	Salisbury, .	3-70	242	162	New Braintree, .	3-34
170	113	Southborough, .	3-69	228	163	Leverett, .	3-33
206	114	Acushnet, .	3-68	130	164	Oakham, .	3-33
77	115	Conway, .	3-68	225	165	Savoy, .	3-33
76	116	Clarksburg, .	3-67	134	166	Westminster, .	3-32

For 1873-74, according to Valuation of 1872.		TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1873-74, according to Valuation of 1872.		TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
For 1874-75, according to Assessors' Returns of 1874.							
202	167	Rochester, .	\$.003-31	194	217	Wenham, .	\$.002-99
79	168	Saugus, .	3-31	72	218	W. Springfield, .	2-97
162	169	Marshfield, .	3-30	106	219	Clinton, .	2-96
175	170	Methuen, .	3-30	252	220	Duxbury, .	2-95
235	171	N. Reading, .	3-30	204	221	Medfield, .	2-95
167	172	Ayer, .	3-29	258	222	Barre, .	2-94
199	173	Hanover, .	3-29	272	223	Concord, .	2-94
7	174	Hyde Park, .	3-29	129	224	Ipswich, .	2-94
277	175	Middleboro', .	3-29	291	225	Norton, .	2-94
240	176	Pittsfield, .	3-29	302	226	Easthampton, .	2-93
123	177	Southbridge, .	3-28	279	227	Sterling, .	2-93
158	178	Dover, .	3-27	250	228	Ashfield, .	2-92
115	179	Ashburnham, .	3-26	271	229	Stow, .	2-92
93	180	Northampton, .	3-26	233	230	Tisbury, .	2-92
171	181	Seekonk, .	3-26	226	231	Boylston, .	2-91
213	182	Boxborough, .	3-25	321	232	Dartmouth, .	2-90
32	183	Chelsea, .	3-24	217	233	Wilmington, .	2-90
246	184	Longmeadow, .	3-24	247	234	Middlefield, .	2-88
161	185	Holden, .	3-23	188	235	Rockport, .	2-88
193	186	Hanson, .	3-22	275	236	Shrewsbury, .	2-88
241	187	Sandisfield, .	3-21	151	237	Waltham, .	2-88
281	188	Brewster, .	3-20	190	238	Williamstown, .	2-88
239	189	Brimfield, .	3-20	330	239	Freetown, .	2-87
140	190	Scituate, .	3-19	211	240	Gardner, .	2-87
186	191	Uxbridge, .	3-19	266	241	Leicester, .	2-86
70	192	Arlington, .	3-17	33	242	Lowell, .	2-86
110	193	Dedham, .	3-17	26	243	Montague, .	2-85
223	194	Littleton, .	3-17	224	244	Swampscott, .	2-85
270	195	Chelmsford, .	3-16	50	245	Watertown, .	2-85
251	196	Raynham, .	3-16	197	246	Lincoln, .	2-83
243	197	Bolton, .	3-15	126	247	Worcester, .	2-82
127	198	Braintree, .	3-15	288	248	Tyringham, .	2-81
219	199	Halifax, .	3-15	292	249	Marion, .	2-80
260	200	Sudbury, .	3-15	236	250	Carlisle, .	2-79
180	201	Becket, .	3-14	136	251	Springfield, .	2-79
111	202	Holland, .	3-13	255	252	W. Stockbr'ge, .	2-79
312	203	Hardwick, .	3-09	276	253	Yarmouth, .	2-79
103	204	Lynn, .	3-09	287	254	Blandford, .	2-78
64	205	Westfield, .	3-09	229	255	Hubbardston, .	2-78
154	206	Cummington, .	3-08	296	256	Kingston, .	2-77
214	207	Hinsdale, .	3-08	160	257	Newton, .	2-77
119	208	Westborough, .	3-08	174	258	Orange, .	2-76
89	209	Prescott, .	3-07	73	259	Holyoke, .	2-74
264	210	Weston, .	3-06	84	260	S. Scituate, .	2-74
221	211	Ashby, .	3-05	305	261	Bernardston, .	2-73
298	212	Lenox, .	3-05	141	262	Wayland, .	2-73
254	213	Mendon, .	3-04	284	263	Fitchburg, .	2-71
85	214	Millbury, .	3-04	227	264	Groveland, .	2-70
234	215	Auburn, .	3-03	301	265	Groton, .	2-68
114	216	Needham, .	3-01	299	266	Harvard, .	2-67

For 1873-74, according to Valuation of 1872.			For 1874-75, according to Assessors' Returns of 1874.		
TOWNS.			TOWNS.		
Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.			Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.		
300	267	Berlin, . . .	332	305	Boxford, . . .
304	268	Southwick, . . .	307	306	Dalton, . . .
83	269	Medford, . . .	257	307	Sharon, . . .
100	270	Maynard, . . .	280	308	Acton, . . .
212	271	Athol, . . .	310	309	Lynnfield, . . .
153	272	Cambridge, . . .	319	310	Gill, . . .
262	273	Lanesborough, . . .	265	311	Belmont, . . .
144	274	Sutton, . . .	22	312	Somerville, . . .
318	275	Burlington, . . .	331	313	Newbury, . . .
201	276	Agawam, . . .	308	314	Whately, . . .
282	277	Cohasset, . . .	306	315	Billerica, . . .
256	278	Nantucket, . . .	189	316	Russell, . . .
274	279	Sheffield, . . .	326	317	Stockbridge, . . .
30	280	Everett, . . .	283	318	Princeton, . . .
333	281	Gt. Barrington, . . .	222	319	Egremont, . . .
177	282	Lawrence, . . .	323	320	Hamilton, . . .
248	283	Taunton, . . .	261	321	Winthrop, . . .
218	284	Winchendon, . . .	337	322	New Ashford, . . .
295	285	Hadley, . . .	216	323	Falmouth, . . .
294	286	Tewksbury, . . .	209	324	Mattapoisett, . . .
286	287	Salem, . . .	150	325	Revere, . . .
137	288	Winchester, . . .	289	326	Wales, . . .
297	289	New Bedford, . . .	315	327	Boston, . . .
322	290	Williamsburg, . . .	327	328	Hatfield, . . .
278	291	Dracut, . . .	328	329	Chilmark, . . .
81	292	Lee, . . .	329	330	Tolland, . . .
303	293	Northborough, . . .	309	331	Milton, . . .
325	294	Lancaster, . . .	290	332	Manchester, . . .
259	295	Leominster, . . .	340	333	Edgartown, . . .
311	296	Sherborn, . . .	317	334	Alford, . . .
51	297	Spencer, . . .	334	335	Richmond, . . .
316	298	Enfield, . . .	320	336	Brookline, . . .
314	299	Topsfield, . . .	273	337	Fall River, . . .
313	300	Pepperell, . . .	339	338	Gosnold, . . .
335	301	Hancock, . . .	324	339	Hull, . . .
336	302	Royalston, . . .	338	340	Nahant, . . .
205	303	Beverly, . . .	—	341	So. Abington,* . . .
208	304	Bedford, . . .			

* Incorporated March 4, 1875.

GRADUATED TABLES—SECOND SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1874-75.

BARNSTABLE COUNTY.

For 1873-74, according to Valuation of 1872.		TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1873-74, according to Valuation of 1872.		TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	TRURO, .	\$.006-28	5	8	Harwich, .	\$.004-67
4	2	Eastham, .	6-23	10	9	Provincetown, .	4-37
2	3	Sandwich, .	6-22	11	10	Barnstable, .	4-12
3	4	Wellfleet, .	5-72	9	11	Dennis, .	3-84
7	5	Orleans, .	5-42	14	12	Brewster, .	3-20
8	6	Chatham, .	5-32	13	13	Yarmouth, .	2-79
6	7	Mashpee, .	4-79	12	14	Falmouth, .	1-86

BERKSHIRE COUNTY.

1	1	MT. WASHINGTON, .	\$.004-68	24	17	Lenox, .	\$.003-05
6	2	Adams, .	4-47	12	18	Williamstown, .	2-88
13	3	Windsor, .	4-46	23	19	Tyringham, .	2-81
14	4	N. Marlboro', .	4-02	20	20	W. Stockb'dge, .	2-79
5	5	Florida, .	3-87	21	21	Lanesboro', .	2-59
8	6	Otis, .	3-85	22	22	Sheffield, .	2-52
11	7	Pernu, .	3-76	28	23	Gt. Barringt'n, .	2-46
7	8	Washington, .	3-71	4	24	Lee, .	2-34
3	9	Clarksburg, .	3-67	30	25	Hancock, .	2-23
2	10	Cheshire, .	3-43	25	26	Dalton, .	2-16
9	11	Monterey, .	3-37	27	27	Stockbridge, .	2-02
17	12	Savoy, .	3-33	16	28	Egremont, .	1-96
18	13	Pittsfield, .	3-29	31	29	New Ashford, .	1-87
19	14	Sandisfield, .	3-21	26	30	Alford, .	1-49
10	15	Becket, .	3-14	29	31	Richmond, .	1-41
15	16	Hinsdale, .	3-08				

BRISTOL COUNTY.

For 1873-74, according to Valuation of 1872.	For 1874-75, according to Assessors' Returns of 1874.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1873-74, according to Valuation of 1872.	For 1874-75, according to Assessors' Returns of 1874.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
9	1	FAIRHAVEN, .	\$.004-57	7	11	Dighton, .	\$.003-60
2	2	Mansfield, .	4-56	8	12	Seekonk, .	3-26
3	3	Rehoboth, .	4-38	13	13	Raynham, .	3-16
4	4	Berkley, .	4-17	16	14	Norton, .	2-94
5	5	Swansea, .	4-14	18	15	Dartmouth, .	2-90
6	6	Westport, .	3-94	19	16	Freetown, .	2-87
14	7	Easton, .	3-70	12	17	Taunton, .	2-46
10	8	Acushnet, .	3-68	17	18	New Bedford, .	2-37
11	9	Somerset, .	3-67	15	19	Fall River, .	1-30
1	10	Attleborough, .	3-66				

DUKES COUNTY.

1	1	GAY HEAD, .	\$.006-79	3	4	Edgartown, .	\$.001-51
2	2	Tisbury, .	2-92	5	5	Gosnold, .	0-79
4	3	Chilmark, .	1-79				

ESSEX COUNTY.

4	1	GOUCESTER, .	\$.004-82	16	18	Methuen, .	\$.003-30
1	2	Bradford, .	4-79	10	19	Lynn, .	3-09
5	3	Haverhill, .	4-63	19	20	Wenham, .	2-99
2	4	Georgetown, .	4-61	13	21	Ipswich, .	2-94
3	5	Peabody, .	4-50	18	22	Rockport, .	2-88
11	6	Amesbury, .	3-96	23	23	Swampscott, .	2-85
21	7	N. Andover, .	3-90	24	24	Groveland, .	2-70
9	8	Newburyport, .	3-82	17	25	Lawrence, .	2-46
7	9	Danvers, .	3-77	27	26	Salem, .	2-41
15	10	Middleton, .	3-71	30	27	Topsfield, .	2-26
12	11	Salisbury, .	3-70	22	28	Beverly, .	2-21
6	12	Marblehead, .	3-60	33	29	Boxford, .	2-18
25	13	Essex, .	3-51	29	30	Lynnfield, .	2-11
14	14	W. Newbury, .	3-36	32	31	Newbury, .	2-06
20	15	Rowley, .	3-35	31	32	Hamilton, .	1-95
26	16	Andover, .	3-34	28	33	Manchester, .	1-68
8	17	Saugus, .	3-31	34	34	Nahant, .	0-48

SCHOOL RETURNS.

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FRANKLIN COUNTY.

For 1873-74, according to Valuation of 1872.	For 1874-75, according to Assessors' Returns of 1874.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1873-74, according to Valuation of 1872.	For 1874-75, according to Assessors' Returns of 1874.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
9	1	SHUTESBURY, .	\$\$.007-28	3	14	Erving, .	\$\$.003-83
1	2	Hawley, .	6-36	17	15	Wendell, .	3-79
10	3	Monroe, .	6-12	8	16	Conway, .	3-68
2	4	Rowe, .	5-56	13	17	Northfield, .	3-61
15	5	Heath, .	5-04	14	18	Buckland, .	3-48
16	6	Shelburne, .	4-59	23	19	Leyden, .	3-38
6	7	Deerfield, .	4-45	20	20	Leverett, .	3-33
11	8	Charlemont, .	4-37	22	21	Ashfield, .	2-92
5	9	Warwick, .	4-35	4	22	Montague, .	2-85
21	10	Coleraine, .	4-30	18	23	Orange, .	2-76
12	11	Sunderland, .	4-02	24	24	Bernardston, .	2-73
19	12	New Salem, .	3-94	26	25	Gill, .	2-10
7	13	Greenfield, .	3-91	25	26	Whately, .	2-05

HAMPDEN COUNTY.

3	1	GRANVILLE, .	\$\$.005-16	4	12	Westfield, .	\$\$.003-09
12	2	Montgomery, .	5-06	5	13	W. Springfield, .	2-97
1	3	Chicopee, .	4-03	11	14	Springfield, .	2-79
2	4	Chester, .	3-77	18	15	Blandford, .	2-78
7	5	Wilbraham, .	3-66	6	16	Holyoke, .	2-74
13	6	Ludlow, .	3-65	20	17	Southwick, .	2-65
10	7	Monson, .	3-61	15	18	Agawam, .	2-53
8	8	Palmer, .	3-58	14	19	Russell, .	2-03
17	19	Longmeadow, .	3-24	19	20	Wales, .	1-83
16	10	Brimfield, .	3-20	21	21	Tolland, .	1-78
9	11	Holland, .	3-13				

HAMPSHIRE COUNTY.

1	1	PELIHAM, .	\$\$.005-46	9	13	Westhampton, .	\$\$.003-47
2	2	Belchertown, .	5-18	15	14	Plainfield, .	3-39
3	3	Ware, .	4-98	5	15	Northampton, .	3-26
18	4	Chesterfield, .	4-96	10	16	Cummington, .	3-08
6	5	South Hadley, .	4-49	4	17	Prescott, .	3-07
13	6	Amherst, .	4-15	20	18	Easthampton, .	2-93
7	7	Huntington, .	3-99	16	19	Middlefield, .	2-88
8	8	Southampton, .	3-88	19	20	Hadley, .	2-45
14	9	Worthington, .	3-56	22	21	Williamsburg, .	2-37
12	10	Greenwich, .	3-62	21	22	Enfield, .	2-26
11	11	Goshen, .	3-58	23	23	Hatfield, .	1-80
17	12	Granby, .	3-50				

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

For 1873-74, according to Valuation of 1872.	For 1874-75, according to Assessors' Returns of 1874.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1873-74, according to Valuation of 1872.	For 1874-75, according to Assessors' Returns of 1874.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	MARLBOROUGH, .	\$.006-41	34	28	Ashby, .	\$.003-05
8	2	Hopkinton, .	4-77	46	29	Concord, .	2-94
6	3	Reading, .	4-71	45	30	Stow, .	2-92
2	4	Stoneham, .	4-68	33	31	Wilmington, .	2-90
4	5	Hudson, .	4-62	22	32	Waltham, .	2-88
11	6	Natick, .	4-61	9	33	Lowell, .	2-86
14	7	Townsend, .	4-11	13	34	Watertown, .	2-85
10	8	Ashland, .	4-10	29	35	Lincoln, .	2-83
24	9	Tyngsboro', .	3-91	38	36	Carlisle, .	2-79
16	10	Wakefield, .	3-76	26	37	Newton, .	2-77
12	11	Malden, .	3-5	21	38	Wayland, .	2-73
36	12	Shirley, .	3-67	50	39	Groton, .	2-68
3	13	Melrose, .	3-66	18	40	Medford, .	2-64
43	14	Westford, .	3-50	19	41	Maynard, .	2-63
39	15	Dunstable, .	3-44	23	42	Cambridge, .	2-60
15	16	Lexington, .	3-43	54	43	Burlington, .	2-54
30	17	Holliston, .	3-35	7	44	Everett, .	2-51
28	18	Woburn, .	3-35	49	45	Tewksbury, .	2-42
25	19	Framingham, .	3-34	20	46	Winchester, .	2-38
37	20	No. Reading, .	3-30	47	47	Dracut, .	2-36
27	21	Ayer, .	3-29	52	48	Sherborn, .	2-30
32	22	Boxborough, .	3-25	53	49	Pepperell, .	2-24
17	23	Arlington, .	3-17	31	50	Bedford, .	2-18
35	24	Littleton, .	3-17	48	51	Acton, .	2-13
44	25	Chelmsford, .	3-16	42	52	Belmont, .	2-09
40	26	Sudbury, .	3-15	5	53	Somerville, .	2-08
41	27	Weston, .	3-06	51	54	Billerica, .	2-04

NANTUCKET COUNTY.

NANTUCKET,	\$.002-53
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NORFOLK COUNTY.

10	1	HOLBROOK, .	\$.005-09	4	13	Quincy, .	\$.003-51
2	2	Norwood, .	4-65	15	14	Canton, .	3-47
3	3	Walpole, .	4-61	1	15	Hyde Park, .	3-29
6	4	Wrentham, .	4-55	19	16	Dover, .	3-27
8	5	Bellingham, .	4-30	14	17	Dedham, .	3-17
5	6	Stoughton, .	4-19	18	18	Braintree, .	3-15
13	7	Franklin, .	4-18	16	19	Needham, .	3-01
7	8	Medway, .	4-06	20	20	Medfield, .	2-95
11	9	Weymouth, .	3-85	22	21	Cohasset, .	2-53
9	10	Randolph, .	3-57	21	22	Sharon, .	2-15
12	11	Foxborough, .	3-55	23	23	Milton, .	1-75
17	12	Norfolk, .	3-51	24	24	Brookline, .	1-38

PLYMOUTH COUNTY.

For 1873-74, according to Valuation of 1872.		TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1873-74, according to Valuation of 1872.		TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
3	1	WAREHAM, .	\$.004-94	17	14	Rochester, .	\$.003-31
4	2	Hingham, .	4-78	13	15	Marshfield, .	3-30
5	3	Abington, .	4-62	16	16	Hanover, .	3-29
-	4	Rockland, .	4-62	22	17	Middleboro', .	3-29
1	5	E. Bridgew'er, .	4-43	14	18	Hanson, .	3-22
10	6	Bridgewater, .	4-23	12	19	Scituate, .	3-19
2	7	Brockton, .	3-99	19	20	Halifax, .	3-15
6	8	Plymouth, .	3-96	21	21	Duxbury, .	2-95
11	9	Pembroke, .	3-88	23	22	Marion, .	2-80
9	10	Plympton, .	3-75	24	23	Kingston, .	2-77
15	11	Lakeville, .	3-73	8	24	S. Scituate, .	2-74
7	12	W. Bridgew'er, .	3-66	18	25	Mattapoisett, .	1-85
20	13	Carver, .	3-35	25	26	Hull, .	0-79

SUFFOLK COUNTY.

1	1	CHELSEA, .	\$.003-74	3	3	Revere, .	\$.001-85
2	2	Winthrop, .	1-88	4	4	Boston, .	1-80

WORCESTER COUNTY.

1	1	DUDLEY, .	\$.005-14	9	23	Dana, .	\$.003-46
2	2	Upton, .	4-88	27	24	Phillipston, .	3-45
6	3	Rutland, .	4-57	41	25	N. Braintree, .	3-34
5	4	Templeton, .	4-49	21	26	Oakham, .	3-33
31	5	Douglas, .	4-46	22	27	Westminster, .	3-32
3	6	Brookfield, .	4-28	18	28	Southbridge, .	3-28
13	7	Grafton, .	4-07	12	29	Ashburnham, .	3-26
30	8	Webster, .	4-06	25	30	Holden, .	3-23
10	9	Oxford, .	4-05	33	31	Uxbridge, .	3-19
26	10	Northbridge, .	4-02	42	32	Bolton, .	3-15
8	11	N. Brookfield, .	3-93	56	33	Hardwick, .	3-09
24	12	W. Boylston, .	3-93	15	34	Westborough, .	3-08
32	13	Charlton, .	3-87	44	35	Mendon, .	3-04
20	14	W. Brookfield, .	3-85	7	36	Millbury, .	3-04
16	15	Sturbridge, .	3-71	40	37	Auburn, .	3-03
28	16	Southborough, .	3-69	11	38	Clinton, .	2-96
14	17	Paxton, .	3-62	45	39	Barre, .	2-94
34	18	Warren, .	3-61	50	40	Sterling, .	2-93
47	19	Lunenburg, .	3-60	38	41	Boylston, .	2-91
17	20	Milford, .	3-60	49	42	Shrewsbury, .	2-88
43	21	Petersham, .	3-50	35	43	Gardner, .	2-87
29	22	Blackstone, .	3-47	48	44	Leicester, .	2-86

BOARD OF EDUCATION.

WORCESTER COUNTY—CONCLUDED.

For 1873-74, according to Valuation of 1872.			TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1873-74, according to Valuation of 1872.			TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
For 1874-75, according to Assessors' Returns of 1874.					For 1874-75, according to Assessors' Returns of 1874.				
19	45	Worcester, .	\$002-82	37	52	Winchendon, .	\$002-46		
39	46	Hubbardston, .	2-78	55	53	Northborough, .	2-31		
52	47	Fitchburg, .	2-71	57	54	Lancaster, .	2-30		
53	48	Harvard, .	2-67	46	55	Leominster, .	2-30		
54	49	Berlin, . .	2-65	4	56	Spencer, . .	2-28		
36	50	Athol, . .	2-60	58	57	Royalston, .	2-23		
23	51	Sutton, . .	2-57	51	58	Princeton, .	2-01		

SCHOOL RETURNS.

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GRADUATED TABLE—SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their Taxable Property, appropriated for the support of Public Schools, for the year 1874-75.

For 1873-74 Val. of 1872.	For 1874-75 by Assessors Returns of 1874.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue and of similar funds appropriated for Public Schools.	TOTAL.	Valuation of 1874.	Amount contributed for board and fuel.
3	1	BARNSTABLE.	\$.004-14	\$60,900 00	\$1,420 44	\$62,320 44	\$15,070,287 00	\$728 00
1	2	Plymouth.	3-76	137,150 00	1,953 10	139,103 10	36,977,946 00	146 00
5	3	Franklin.	3-64	58,838 17	2,010 07	60,848 24	16,701,656 00	994 00
9	4	Hampshire.	3-46	90,068 00	2,773 35	92,841 35	26,779,787 00	2,104 50
10	5	Berkshire.	3-11	116,254 83	1,949 34	118,204 17	37,973,790 00	2,852 30
7	6	Essex.	3-07	496,975 98	6,781 09	503,757 07	163,666,351 00	806 00
8	7	Worcester.	3-04	426,625 42	5,970 87	432,596 29	142,148,735 00	1,867 61
4	8	Hampden.	2-97	216,625 00	2,032 25	218,657 25	73,502,584 00	1,704 60
2	9	Middlesex.	2-89	831,560 14	7,524 12	839,084 26	290,389,934 00	19,436 31
6	10	Norfolk.	2-73	245,269 04	3,149 17	248,418 21	90,867,448 00	110 50
12	11	Nantucket.	2-53	6,000 00	—	6,000 00	2,367,239 00	—
11	12	Bristol.	2-13	234,038 63	3,310 21	237,348 84	111,579,372 00	37 50
14	13	Suffolk.	1-83	1,492,153 38	13,172 50	1,505,325 88	820,205,111 00	—
13	14	Dukes.	1-80	6,065 00	3 80	6,068 80	3,370,925 00	—
AGGREGATE FOR THE STATE.								
14 Counties.			\$.002-41	\$4,358,523 59	\$52,050 31	\$4,410,573 90	\$1,831,601,165 00	\$30,787 32

Arrangement of Counties according to their Appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue and other funds, as severally given in the previous Table, the order of precedence will be as follows:—

For 1873-74,— Val. of 1872.	For 1874-75,— by Assessors' Returns of Val. of 1874.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
1	1	BARNSTABLE,	\$.004-18
2	2	Plymouth,	3-77
4	3	Franklin,	3-70
8	4	Hampshire,	3-55
10	5	Berkshire,	3-19
7	6	Essex,	3-08
9	7	Worcester,	3-06
5	8	Hampden,	3-00
3	9	Middlesex,	2-96
6	10	Norfolk,	2-74
12	11	Nantucket,	2-53
11	12	Bristol,	2-13
14	13	Suffolk,	1-83
13	14	Dukes,	1-80
Aggregate for the State,			\$ 002-42

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the average attendance for the year in each town to the whole number of children between five and fifteen, according to the returns.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained: The average attendance upon all Public Schools, being compared with the whole number of children in the town between five and fifteen, the result may be over 100 per cent., because the attendance of children under five and over fifteen may more than compensate for the absence of children between those ages. The rank of the towns standing highest in the following table is in accordance with the returns. As the returns are often incorrect, the rank may be too high in some cases.

GRADUATED TABLES—THIRD SERIES.

[FOR THE STATE]

Table in which all the towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1874-75.

TOWNS.					TOWNS.				
	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.	
1	TYNGSBOROUGH, .	88	113	1.28-41	34	Mendon, .	232	211	.90-95
2	Revere, .	264	294	1.11-36	35	Melrose, .	759	689	.90-78
3	Townsend, .	350	381	1.08-86	36	Warwick, .	128	116	.90-62
4	Shelburne, .	265	274	1.03-40	37	Wareham, .	552	500	.90-58
5	Paxton, .	109	111	1.01-83	38	Upton, .	323	290	.89-78
6	Littleton, .	208	206	.99-04	39	Shutesbury, .	107	96	.89-72
7	Sunderland, .	168	166	.98-81	40	Boxborough, .	68	61	.89-71
8	Leominster, .	770	759	.98-57	41	Kingston, .	242	216	.89-36
9	Georgetown, .	326	320	.98-16	42	Waltham, .	1,584	1,414	.89-27
10	Huntington, .	141	138	.97-87	43	Chelmsford, .	464	413	.89-01
11	Rochester, .	176	172	.97-73	44	Orleans, .	227	202	.88-99
12	Stow, .	187	182	.97-33	45	Somerville, .	3,402	3,022	.88-83
13	Petersham, .	188	182	.96-81	46	Wilmington, .	150	133	.88-67
14	Malden, .	1,787	1,727	.96-64	47	Fairhaven, .	441	391	.88-66
15	Montague, .	582	562	.96-56	48	Burlington, .	88	78	.88-64
16	Gay Head, .	28	27	.96-43	49	Groton, .	350	310	.88-57
17	Plainfield, .	83	80	.96-39	50	Newton, .	2,763	2,446	.88-52
18	Rutland, .	210	202	.96-19	51	Templeton, .	514	455	.88-52
19	Lunenburg, .	157	151	.96-18	52	Boylston, .	160	141	.88-13
20	Oakham, .	146	140	.95-89	53	Westfield, .	1,230	1,084	.88-13
21	Greenwich, .	97	93	.95-88	54	Chelsea, .	3,077	2,710	.88-07
22	Reading, .	525	503	.95-81	55	Dana, .	116	102	.87-93
23	Coleraine, .	328	314	.95-73	56	Stoneham, .	851	748	.87-90
24	Ashburnham, .	461	438	.95-01	57	Cummington, .	179	157	.87-71
25	Ashby, .	160	152	.95-00	58	Provincetown, .	808	707	.87-50
26	Holliston, .	629	593	.94-27	59	Gloucester, .	3,191	2,780	.87-12
27	Framingham, .	831	781	.93-98	60	Winchester, .	558	485	.86-92
28	Granby, .	144	135	.93-75	61	Shirley, .	267	231	.86-52
29	Walpole, .	308	288	.93-51	62	Ayer, .	374	322	.86-10
30	Sherborn, .	172	160	.93-02	63	Lancaster, .	280	241	.86-07
31	Westminster, .	282	260	.92-20	64	Ashland, .	398	342	.85-93
32	Royalston, .	211	194	.91-94	65	Marshfield, .	282	242	.85-82
33	Barnstable, .	752	690	.91-75	66	Acton, .	281	241	.85-77

SCHOOL RETURNS.

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TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		
67	Foxborough, .	491	421	85-74	116	Dalton, .	278	224	.80-58
68	Harvard, .	244	209	85-66	117	Plymouth, .	1,150	926	.80-52
69	No. Andover, .	492	421	85-57	118	Arlington, .	694	557	.80-26
70	Bellingham, .	190	162	85-26	119	Winchendon, .	675	541	.80-15
71	Harwich, .	664	564	84-94	120	Hawley, .	145	116	.80-00
72	Marblehead, .	1,581	1,342	84-88	121	Lynnfield, .	120	96	.80-00
73	Belmont, .	350	297	84-86	122	Prescott, .	95	76	.80-00
74	Abington, .	1,114	944	84-74	123	Sandisfield, .	219	175	.79-91
75	So. Scituate, .	284	240	84-51	124	Chester, .	247	197	.79-76
76	Brookfield, .	463	391	84-45	125	Montgomery, .	64	51	.79-69
77	Hubbardston, .	303	255	84-16	126	Leicester, .	502	400	.79-68
78	Methuen, .	568	478	84-15	127	Medford, .	1,189	945	.79-48
79	Southwick, .	182	153	84-07	128	Leverett, .	131	104	.79-39
80	Princeton, .	205	172	83-90	129	Essex, .	324	257	.79-32
81	Hyde Park, .	1,179	989	83-88	130	Bolton, .	188	149	.79-26
82	Manchester, .	271	227	83-76	131	Rowe, .	125	99	.79-20
83	Seekonk, .	170	142	83-53	132	Enfield, .	168	133	.79-17
84	Athol, .	604	504	83-44	133	Quincy, .	1,487	1,177	.79-15
85	Carver, .	199	166	83-42	134	Wellfleet, .	412	326	.79-13
86	Carlisle, .	90	75	83-33	135	Yarmouth, .	340	269	.79-12
87	Dunstable, .	90	75	83-33	136	Wayland, .	263	208	.79-09
88	New Salem, .	144	120	83-33	137	So. Hadley, .	615	486	.79-02
89	Easton, .	787	655	83-23	138	Berlin, .	194	153	.78-87
90	Norwood, .	403	335	83-13	139	Bridgewater, .	691	545	.78-87
91	Belchertown, .	444	368	82-88	140	Stoughton, .	1,125	887	.78-84
92	Stockbridge, .	372	308	82-80	141	N. Marlboro', .	373	294	.78-82
93	Gardner, .	694	574	82-71	142	Rockland, .	1,034	815	.78-82
94	Scituate, .	461	381	82-65	143	Northfield, .	316	249	.78-79
95	Amherst, .	691	571	82-63	144	Lexington, .	465	365	.78-71
96	Wenham, .	155	128	82-58	145	Barre, .	436	343	.78-67
97	Natick, .	1,386	1,142	82-39	146	Fitchburg, .	2,205	1,728	.78-37
98	Dighton, .	317	261	82-33	147	Monroe, .	46	36	.78-26
99	E. Bridgew'r, .	520	428	82-31	148	Everett, .	618	483	.78-16
100	W. Brookfield, .	378	311	82-28	149	Charlton, .	352	275	.78-13
101	Westport, .	485	399	82-27	150	Otis, .	173	135	.78-04
102	Maynard, .	357	293	82-07	151	Uxbridge, .	582	454	.78-01
103	Watertown, .	845	693	82-01	152	Gill, .	109	85	.77-98
104	Somerset, .	359	294	81-90	153	N. Brookfield, .	758	591	.77-97
105	Berkley, .	120	98	81-67	154	Savoy, .	131	102	.77-86
106	Medway, .	775	632	81-55	155	Medfield, .	162	126	.77-78
107	Swampscott, .	378	308	81-48	156	Nahant, .	90	70	.77-78
108	Pepperell, .	302	246	81-46	157	Edgartown, .	350	272	.77-71
109	Norton, .	226	184	81-42	158	Sterling, .	318	247	.77-67
110	Lakeville, .	198	162	81-41	159	Duxbury, .	411	319	.77-62
111	Holbrook, .	338	275	81-36	160	Dennis, .	638	495	.77-59
112	Falmouth, .	394	320	81-22	161	Ashfield, .	217	168	.77-42
113	Heath, .	122	99	81-15	162	Weymouth, .	2,013	1,556	.77-30
114	Hanson, .	220	178	80-91	163	Raynham, .	295	228	.77-29
115	Springfield, .	4,712	3,804	80-73	164	Cambridge, .	8,655	6,645	.76-78

TOWNS.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
165	Eastham, .	150	115	.76-67	214	Goshen, .	73	53	.72-60
166	Weston, .	192	147	.76-56	215	Woburn, .	2,216	1,606	.72-47
167	Hadley, .	433	331	.76-44	216	Southampton, .	187	135	.72-19
168	Rehoboth, .	314	240	.76-43	217	Beverly, .	1,506	1,086	.72-11
169	Mattapoisett, .	227	173	.76-21	218	Sturbridge, .	386	278	.72-02
170	Westboro', .	730	556	.76-16	219	Lee, .	774	555	.71-71
171	Boston, .	56,684	43,127	.76-08	220	Brockton, .	1,918	1,371	.71-48
172	Sudbury, .	237	180	.75-95	221	Blandford, .	210	150	.71-43
173	Danvers, .	1,149	871	.75-81	222	W. Newbury, .	422	301	.71-33
174	Rockport, .	775	587	.75-74	223	Freetown, .	230	164	.71-30
175	Charlemont, .	173	131	.75-72	224	Bradford, .	407	290	.71-25
176	Wakefield, .	992	751	.75-71	225	Brookline, .	1,192	849	.71-22
177	Phillipston, .	152	115	.75-66	226	Tisbury, .	312	222	.71-15
178	Middlefield, .	156	118	.75-64	227	Hardwick, .	425	302	.71-06
179	No. Reading, .	160	121	.75-63	228	Sutton, .	464	329	.70-91
180	Hopkinton, .	1,054	795	.75-43	229	Leyden, .	120	85	.70-84
181	Chatham, .	478	360	.75-31	230	W. Bridgewater, .	367	260	.70-84
182	Concord, .	448	337	.75-22	231	Webster, .	914	647	.70-79
183	Shrewsbury, .	258	194	.75-19	232	Needham, .	855	605	.70-76
184	Tewksbury, .	187	140	.74-87	233	Spencer, .	974	687	.70-53
185	Pembroke, .	266	199	.74-81	234	Winthrop, .	105	74	.70-48
186	Williamstown, .	618	462	.74-76	235	Holland, .	71	50	.70-42
187	Marion, .	174	130	.74-71	236	Middleton, .	196	138	.70-41
188	Wendell, .	83	62	.74-70	237	Attleboro', .	1,549	1,090	.70-37
189	Milford, .	2,335	1,741	.74-56	238	Clinton, .	1,359	956	.70-35
190	Hamilton, .	137	102	.74-45	239	Dartmouth, .	484	340	.70-25
191	Orange, .	379	282	.74-41	240	Pelham, .	117	82	.70-08
192	Hingham, .	794	590	.74-31	241	Canton, .	880	616	.70-00
193	New Ashford, .	35	26	.74-29	242	Windsor, .	123	86	.69-92
194	Dedham, .	1,127	835	.74-09	243	Conway, .	282	197	.69-86
195	Douglas, .	354	262	.74-01	244	N. Braintree, .	119	83	.69-75
196	Lowell, .	6,571	4,861	.73-99	245	Chilmark, .	89	62	.69-66
197	Franklin, .	535	395	.73-83	246	Wales, .	158	110	.69-62
198	Andover, .	832	614	.73-80	247	Brewster, .	240	167	.69-58
199	Cohasset, .	437	322	.73-68	248	Hull, .	46	32	.69-57
200	Swansea, .	228	168	.73-68	249	Boxford, .	131	91	.69-47
201	Bernardston, .	159	117	.73-58	250	Buckland, .	395	274	.69-37
202	Grafton, .	854	627	.73-42	251	Northampton, .	2,217	1,527	.68-88
203	Longmeadow, .	277	203	.73-28	252	Marlboro', .	2,016	1,388	.68-85
204	W. Springfield, .	658	482	.73-25	253	W. Boylston, .	616	424	.68-83
205	Sandwich, .	710	520	.73-24	254	Nantucket, .	593	408	.68-80
206	Southboro', .	423	309	.73-05	255	Peabody, .	1,569	1,078	.68-71
207	Westford, .	330	241	.73-03	256	Hancock, .	140	96	.68-57
208	Truro, .	248	181	.72-98	257	Braintree, .	778	533	.68-51
209	Wrentham, .	436	318	.72-94	258	Hatfield, .	304	208	.68-42
210	Ipswich, .	583	425	.72-90	259	Lincoln, .	145	99	.68-28
211	Tyringham, .	114	83	.72-81	260	Deerfield, .	645	440	.68-22
212	Blackstone, .	979	712	.72-73	261	Mansfield, .	489	333	.68-10
213	Becket, .	333	242	.72-67	262	Plympton, .	175	119	.68-00

SCHOOL RETURNS.

cvi

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	A'v'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	A'v'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	
263	Salem, .	4,343	2,953	.67-99	303	Sharon, .	308	193	.62-66
264	Greenfield, .	639	434	.67-92	304	Millbury, .	942	589	.62-53
265	New Bedford, .	4,238	2,877	.67-88	305	Haverhill, .	2,639	1,649	.62-49
266	Hudson, .	830	563	.67-83	306	Gt.Barringt'n, .	859	532	.61-93
267	Salisbury, .	757	513	.67-77	307	Florida, .	210	130	.61-90
268	Lenox, .	396	268	.67-68	308	Billerica, .	367	226	.61-58
269	Northboro', .	285	192	.67-37	309	Chesterfield, .	147	90	.61-22
270	Saugus, .	511	344	.67-32	310	Groveland, .	382	233	.60-99
271	Taunton, .	3,758	2,522	.67-11	311	Pittsfield, .	2,405	1,464	.60-87
272	Worcester, .	9,673	6,475	.66-94	312	Clarksburg, .	140	85	.60-71
273	Cheshire, .	380	254	.66-84	313	Westhampt'n, .	152	92	.60-53
274	Amesbury, .	1,207	805	.66-69	314	Agawam, .	429	257	.59-90
275	Dudley, .	582	388	.66-67	315	Auburn, .	258	154	.59-69
276	Peru, .	111	74	.66-67	316	Whately, .	200	119	.59-50
277	Ludlow, .	211	140	.66-35	317	Acushnet, .	222	132	.59-46
278	Norfolk, .	196	130	.66-33	318	Granville, .	321	190	.59-19
279	Halifax, .	89	59	.66-29	319	Lanesboro', .	330	195	.59-09
280	Worthington, .	160	106	.66-25	320	Randolph, .	976	574	.58-81
281	Hanover, .	321	212	.66-04	321	Lynn, .	7,373	4,298	.58-29
282	Bedford, .	170	112	.65-88	322	Palmer, .	929	535	.57-59
283	Northbridge, .	829	546	.65-86	323	Rowley, .	211	121	.57-34
284	Dover, .	120	79	.65-83	324	W.Stockb'ge, .	416	238	.57-21
285	Milton, .	558	367	.65-77	325	Brimfield, .	242	138	.57-03
286	Newbury, .	213	140	.65-73	326	Monterey, .	172	98	.56-98
287	Sheffield, .	457	300	.65-64	327	Topsfield, .	235	132	.56-17
288	Wilbraham, .	435	283	.65-06	328	Dracut, .	390	216	.55-38
289	Erving, .	157	102	.64-97	329	Alford, .	56	31	.55-36
290	Monson, .	552	358	.64-85	330	Tolland, .	98	54	.55-10
291	Newburyport, .	2,474	1,600	.64-67	331	Gosnold, .	23	12	.52-17
292	Middleboro', .	874	565	.64-64	332	Fall River, .	8,977	4,505	.50-18
293	Russell, .	163	105	.64-42	333	Southbridge, .	1,057	519	.49-10
294	Egremont, .	140	90	.64-29	334	Mashpee, .	81	37	.45-68
295	Oxford, .	547	351	.64-17	335	Warren, .	490	221	.45-10
296	Lawrence, .	5,385	3,446	.64-10	336	Chicopee, .	2,070	918	.44-35
297	Williamsb'g, .	518	329	.63-51	337	Washington, .	199	88	.41-22
298	Easthampton, .	817	518	.63-40	338	Richmond, .	238	102	.42-86
299	Holden, .	429	272	.63-40	339	Mt.Wash'gton	62	25	.40-32
300	Adams, .	2,907	1,831	.62-98	340	Holyoke, .	2,331	829	.35-56
301	Hinsdale, .	400	251	.62-75	341	*So. Abingt'n, .	-	-	-
302	Ware, .	914	573	.62-69					

GRADUATED TABLES—THIRD SERIES.

[COUNTY TABLES.]

Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the average attendance of their children upon the Public Schools, for the year 1874-75.

[For an explanation of the principles on which these Tables are constructed, see *ante*, p. ciii.]

BARNSTABLE COUNTY.

TOWNS.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	BARNSTABLE, .	752	690	.91-75	8	Dennis, .	638	495	.77-59
2	Orleans, .	227	202	.88-99	9	Eastham, .	150	115	.76-67
3	Provincetown, .	808	707	.87-50	10	Chatham, .	478	360	.75-31
4	Harwich, .	664	564	.84-94	11	Sandwich, .	710	520	.73-24
5	Falmouth, .	394	320	.81-22	12	Truro, .	248	181	.72-98
6	Wellfleet, .	412	326	.79-13	13	Brewster, .	240	167	.69-58
7	Yarmouth, .	340	269	.79-12	14	Mashpee, .	81	37	.45-68

BERKSHIRE COUNTY.

1	STOCKBRIDGE, .	372	308	.82-80	17	Sheffield, .	457	300	.65-64
2	Dalton, .	278	224	.80-58	18	Egremont, .	140	90	.64-29
3	Sandisfield, .	219	175	.79-91	19	Adams, .	2,907	1,831	.62-98
4	N. Marlboro', .	373	294	.78-82	20	Hinsdale, .	400	251	.62-75
5	Otis, .	173	135	.78-04	21	Gt. Barrington, .	859	532	.61-93
6	Savoy, .	131	102	.77-86	22	Florida, .	210	130	.61-90
7	Williamstown, .	618	462	.74-76	23	Pittsfield, .	2,405	1,464	.60-87
8	New Ashford, .	35	26	.74-29	24	Clarksburg, .	140	85	.60-71
9	Tyringham, .	114	83	.72-81	25	Lanesboro', .	330	195	.59-09
10	Becket, .	333	242	.72-67	26	W. Stockbridge, .	416	238	.57-21
11	Lee, .	774	555	.71-71	27	Monterey, .	172	98	.56-98
12	Windsor, .	123	86	.69-92	28	Alford, .	56	31	.55-36
13	Hancock, .	140	96	.68-57	29	Washington, .	199	88	.44-22
14	Lenox, .	396	268	.67-68	30	Richmond, .	238	102	.42-86
15	Cheshire, .	380	254	.66-84	31	Mt. Washington, .	62	25	.40-32
16	Peru, .	111	74	.66-67					

SCHOOL RETURNS.

CIX

BRISTOL COUNTY.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.			No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.
1	FAIRHAVEN, .	441	391	11	Swansea, .	228	168
2	Seekonk, .	170	142	12	Freetown, .	230	164
3	Easton, .	787	655	13	Attleborough, .	1,549	1,090
4	Dighton, .	317	261	14	Dartmouth, .	484	340
5	Westport, .	485	399	15	Mansfield, .	489	333
6	Somerset, .	359	294	16	New Bedford, .	4,238	2,877
7	Berkley, .	120	98	17	Taunton, .	3,758	2,522
8	Norton, .	226	184	18	Acushnet, .	222	132
9	Raynham, .	295	228	19	Fall River, .	8,977	4,505
10	Rehoboth, .	314	240				

DUKES COUNTY.

1	GAY HEAD, .	28	27	4	Chilmark, .	89	62
2	Edgartown, .	350	272	5	Gosnold, .	23	12
3	Tisbury, .	312	222				

ESSEX COUNTY.

1	GEORGETOWN, .	326	320	18	W. Newbury, .	422	301
2	Gloucester, .	3,191	2,780	19	Bradford, .	407	290
3	No. Andover, .	492	421	20	Middleton, .	196	138
4	Marblehead, .	1,581	1,342	21	Boxford, .	131	91
5	Methuen, .	568	478	22	Peabody, .	1,569	1,078
6	Manchester, .	271	227	23	Salem, .	4,343	2,953
7	Wenham, .	155	128	24	Salisbury, .	757	513
8	Swampscott, .	378	308	25	Saugus, .	511	344
9	Lynnfield, .	120	96	26	Amesbury, .	1,207	805
10	Essex, .	324	257	27	Newbury, .	213	140
11	Nahant, .	90	70	28	Newburyp't, .	2,474	1,600
12	Danvers, .	1,149	871	29	Lawrence, .	5,385	3,446
13	Rockport, .	775	587	30	Haverhill, .	2,639	1,649
14	Hamilton, .	137	102	31	Groveland, .	382	233
15	Andover, .	832	614	32	Lynn, .	7,373	4,298
16	Ipswich, .	583	425	33	Rowley, .	211	121
17	Beverly, .	1,506	1,086	34	Topsfield, .	235	132

BOARD OF EDUCATION.

FRANKLIN COUNTY.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	SHELBURNE, .	265	274	1.03-40	14	Gill, .	109	85	.77-98
2	Sunderland, .	168	166	.98-81	15	Ashfield, .	217	168	.77-42
3	Montague, .	582	562	.96-56	16	Charlemont, .	173	131	.75-72
4	Coleraine, .	328	314	.95-73	17	Wendell, .	83	62	.74-70
5	Warwick, .	128	116	.90-62	18	Orange, .	379	282	.74-41
6	Shutesbury, .	107	96	.89-72	19	Bernardston, .	159	117	.73-58
7	New Salem, .	144	120	.83-33	20	Leyden, .	120	85	.70-84
8	Heath, .	122	99	.81-15	21	Conway, .	282	197	.69-86
9	Hawley, .	145	116	.80-00	22	Buckland, .	395	274	.69-37
10	Leverett, .	131	104	.79-39	23	Deerfield, .	645	440	.68-22
11	Rowe, .	125	99	.79-20	24	Greenfield, .	639	434	.67-92
12	Northfield, .	316	249	.78-79	25	Erving, .	157	102	.64-97
13	Monroe, .	46	36	.78-26	26	Whately, .	200	119	.59-50

HAMPDEN COUNTY.

1	WESTFIELD, .	1,230	1,084	.88-13	12	Wilbraham, .	435	283	.65-06
2	Southwick, .	182	153	.84-07	13	Monson, .	552	358	.64-85
3	Springfield, .	4,712	3,804	.80-73	14	Russell, .	163	105	.64-42
4	Chester, .	247	197	.79-76	15	Agawam, .	429	257	.59-90
5	Montgomery, .	64	51	.79-69	16	Granville, .	321	190	.59-19
6	Longmead'w, .	277	203	.73-28	17	Palmer, .	929	535	.57-59
7	W. Spring'ld, .	658	482	.73-25	18	Brimfield, .	242	138	.57-03
8	Blandford, .	210	150	.71-43	19	Tolland, .	98	54	.55-10
9	Holland, .	71	50	.70-42	20	Chicopee, .	2,070	918	.44-35
10	Wales, .	158	110	.69-62	21	Holyoke, .	2,331	829	.35-56
11	Ludlow, .	211	140	.66-35					

HAMPSHIRE COUNTY.

1	HUNTINGTON, .	141	138	.97-87	13	Goshen, .	73	53	.72-60
2	Plainfield, .	83	80	.96-39	14	Southampt'n, .	187	135	.72-19
3	Greenwich, .	97	93	.95-88	15	Pelham, .	117	82	.70-08
4	Granby, .	144	135	.93-75	16	Northampt'n, .	2,217	1,527	.68-88
5	Cummington, .	179	157	.87-71	17	Hatfield, .	304	208	.68-42
6	Belchertown, .	444	368	.82-88	18	Worthington, .	160	106	.66-25
7	Amherst, .	691	571	.82-63	19	Williamsb'rg, .	518	329	.63-51
8	Prescott, .	95	76	.80-00	20	Eastampt'n, .	817	518	.63-40
9	Enfield, .	168	133	.79-17	21	Ware, .	914	573	.62-69
10	So. Hadley, .	615	486	.79-02	22	Chesterfield, .	147	90	.61-22
11	Hadley, .	433	331	.76-44	23	Westhampt'n, .	152	92	.60-53
12	Middlefield, .	156	118	.75-64					

SCHOOL RETURNS.

cxi

MIDDLESEX COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Av'ge attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 TYNGSBOROUGH, .	88	113	1.28-41	28 Dunstable, .	90	75	.83-33
2 Townsend, .	350	381	1.08-86	29 Natick, .	1,386	1,142	.82-39
3 Littleton, .	208	206	.99-04	30 Maynard, .	357	293	.82-07
4 Stow, .	187	182	.97-33	31 Watertown, .	845	693	.82-01
5 Malden, .	1,787	1,727	.96-64	32 Pepperell, .	302	246	.81-46
6 Reading, .	525	503	.95-81	33 Arlington, .	694	557	.80-26
7 Ashby, .	160	152	.95-00	34 Medford, .	1,189	945	.79-48
8 Holliston, .	629	593	.94-27	35 Wayland, .	263	208	.78-09
9 Frammingham, .	831	781	.93-98	36 Lexington, .	465	366	.78-71
10 Sherborn, .	172	160	.93-02	37 Everett, .	618	483	.78-16
11 Melrose, .	759	689	.90-78	38 Cambridge, .	8,655	6,645	.76-78
12 Boxborough, .	68	61	.89-71	39 Weston, .	192	147	.76-56
13 Waltham, .	1,584	1,414	.89-27	40 Sudbury, .	237	180	.75-95
14 Chelmsford, .	464	413	.89-01	41 Wakefield, .	992	751	.75-71
15 Somerville, .	3,402	3,022	.88-83	42 No. Reading, .	160	121	.75-63
16 Wilmington, .	150	133	.88-67	43 Hopkinton, .	1,054	795	.75-43
17 Burlington, .	88	78	.88-64	44 Concord, .	448	337	.75-22
18 Groton, .	350	310	.88-57	45 Tewksbury, .	187	140	.74-87
19 Newton, .	2,763	2,446	.88-52	46 Lowell, .	6,571	4,861	.73-99
20 Stoneham, .	851	748	.87-90	47 Westford, .	330	241	.73-03
21 Winchester, .	558	485	.86-92	48 Woburn, .	2,216	1,606	.72-47
22 Shirley, .	267	231	.86-52	49 Marlboro', .	2,016	1,388	.68-85
23 Ayer, .	374	322	.86-10	50 Lincoln, .	145	99	.68-28
24 Ashland, .	398	342	.85-93	51 Hudson, .	830	563	.67-83
25 Acton, .	281	241	.85-77	52 Bedford, .	170	112	.65-88
26 Belmont, .	350	297	.84-86	53 Billerica, .	367	226	.61-58
27 Carlisle, .	90	75	.83-33	54 Dracut, .	390	216	.55-38

NANTUCKET COUNTY.

NANTUCKET,	593	408	.68-80
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NORFOLK COUNTY.

1 WALPOLE, .	308	288	.93-51	9 Stoughton, .	1,125	887	.78-84
2 Foxborough, .	491	421	.85-74	10 Medfield, .	162	126	.77-78
3 Bellingham, .	190	162	.85-26	11 Weymouth, .	2,013	1,556	.77-30
4 Hyde Park, .	1,179	989	.83-88	12 Dedham, .	1,127	835	.74-09
5 Norwood, .	403	335	.83-13	13 Franklin, .	535	395	.73-83
6 Medway, .	775	632	.81-55	14 Cohasset, .	437	322	.73-68
7 Holbrook, .	338	275	.81-36	15 Wrentham, .	436	318	.72-94
8 Quincy, .	1,487	1,177	.79-15	16 Brookline, .	1,192	849	.71-22

BOARD OF EDUCATION.

NORFOLK COUNTY—CONCLUDED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
17	Needham, .	855	605	.70-76	21	Dover, .	120	79	.65-83
18	Canton, .	880	616	.70-00	22	Milton, .	558	367	.65-77
19	Braintree, .	778	533	.68-51	23	Sharon, .	308	193	.62-66
20	Norfolk, .	196	130	.66-33	24	Randolph, .	976	574	.58-81

PLYMOUTH COUNTY.

1	ROCHESTER, .	176	172	.97-73	14	Rockland, .	1,034	815	.78-82
2	Wareham, .	552	500	.90-58	15	Duxbury, .	411	319	.77-62
3	Kingston, .	242	216	.89-36	16	Mattapoisett, .	227	173	.76-21
4	Marshfield, .	282	242	.85-82	17	Pembroke, .	266	199	.74-81
5	Abington, .	1,114	944	.84-74	18	Marion, .	174	130	.74-71
6	So. Scituate, .	284	240	.84-51	19	Hingham, .	794	590	.74-31
7	Carver, .	199	166	.83-42	20	Brockton, .	1,918	1,371	.71-48
8	Scituate, .	461	381	.82-65	21	W. Bridgewater, .	367	260	.70-84
9	E. Bridgewater, .	520	428	.82-31	22	Hull, .	46	32	.69-57
10	Lakeville, .	198	162	.81-41	23	Plympton, .	175	119	.68-00
11	Hanson, .	220	178	.80-91	24	Halifax, .	89	59	.66-29
12	Plymouth, .	1,150	926	.80-52	25	Hanover, .	321	212	.66-04
13	Bridgewater, .	691	545	.78-87	26	Middleboro', .	874	565	.64-64

SUFFOLK COUNTY.

1	REVERE, .	264	294	1.11-36	3	Boston, .	56684	43127	.76-08
2	Chelsea, .	3,077	2,710	.88-07	4	Winthrop, .	105	74	.70-48

WORCESTER COUNTY.

1	PAXTON, .	109	111	1.01-83	12	Templeton, .	514	455	.88-52
2	Leominster, .	770	759	.98-57	13	Boylston, .	160	141	.88-13
3	Petersham, .	188	182	.96-81	14	Dana, .	116	102	.87-93
4	Rutland, .	210	202	.96-19	15	Lancaster, .	280	241	.86-07
5	Lunenburg, .	157	151	.96-18	16	Harvard, .	244	209	.85-66
6	Oakham, .	146	140	.95-89	17	Brookfield, .	463	391	.84-45
7	Ashburnham, .	461	438	.95-01	18	Hubbardston, .	303	255	.84-16
8	Westminster, .	282	260	.92-20	19	Princeton, .	205	172	.83-90
9	Royalston, .	211	194	.91-94	20	Athol, .	604	504	.83-44
10	Mendon, .	232	211	.90-95	21	Gardner, .	694	574	.82-71
11	Upton, .	323	290	.89-78	22	W. Brookfield, .	378	311	.82-28

SCHOOL RETURNS.

cxiii

WORCESTER COUNTY—CONCLUDED.

TOWNS.					TOWNS.				
		N ^o . of children between 5 and 15 years of age in each town.	Av ^g e attendance upon School.	Ratio of attendance to the whole N ^o . of chil- dren between 5 and 15, expressed in decimals.			N ^o . of children between 5 and 15 years of age in each town.	Av ^g e attendance upon School.	Ratio of attendance to the whole N ^o . of chil- dren between 5 and 15, expressed in decimals.
23	Winchendon,	675	541	.80-15	41	Sturbridge,	386	278	.72-02
24	Leicester,	502	400	.79-68	42	Hardwick,	425	302	.71-06
25	Bolton, .	188	149	.79-26	43	Upton,	464	329	.70-91
26	Berlin, .	194	153	.78-87	44	Webster,	914	647	.70-79
27	Barre, .	436	343	.78-67	45	Spencer,	974	687	.70-53
28	Fitchburg,	2,205	1,728	.78-37	46	Clinton,	1,359	956	.70-35
29	Charlton,	352	275	.78-13	47	N. Braintree,	119	83	.69-75
30	Uxbridge,	582	454	.78-01	48	W. Boylston,	616	424	.68-83
31	N. Brookfield,	758	591	.77-97	49	Northboro',	285	192	.67-37
32	Sterling,	318	247	.77-67	50	Worcester,	9,673	6,475	.66-94
33	Westboro',	730	556	.76-16	51	Dudley,	582	388	.66-67
34	Phillipston,	152	115	.75-66	52	Northbridge,	829	546	.65-86
35	Shrewsbury, .	258	194	.75-19	53	Oxford,	547	351	.64-17
36	Milford,	2,335	1,741	.74-56	54	Holden,	429	272	.63-40
37	Douglas,	354	262	.74-01	55	Millbury,	942	589	.62-53
38	Grafton,	854	627	.73-42	56	Auburn,	258	154	.59-69
39	Southboro',	423	309	.73-05	57	Southbridge,	1,057	519	.49-10
40	Blackstone,	979	712	.72-73	58	Warren,	490	221	.45-10

TABLE in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1874-75.

For 1873-74.	For 1874-75.	COUNTIES.	Ratio of Attendance.
1	1	MIDDLESEX, . . . . .	.80-86
4	2	Barnstable, . . . . .	.80-64
2	3	Franklin, . . . . .	.78-62
3	4	Plymouth, . . . . .	.77-78
10	5	Suffolk, . . . . .	.76-84
7	6	Norfolk, . . . . .	.75-07
8	7	Dukes, . . . . .	.74-19
6	8	Worcester, . . . . .	.73-32
5	9	Hampshire, . . . . .	.72-29
11	10	Essex, . . . . .	.69-00
9	11	Nantucket, . . . . .	.68-80
13	12	Berkshire, . . . . .	.65-22
14	13	Hampden, . . . . .	.64-73
12	14	Bristol, . . . . .	.63-42

AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, 294,708
Average attendance, 216,861
Ratio of attendance to the whole number between 5 and 15 years
of age, expressed in decimals,73-59

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